



2016 TERM 3 TRAINING WORKSHOP
EFAL



GRADES 10-12



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

JUST-IN-TIME TRAINING WORKSHOP TERM 3

2016

PARTICIPANTS' WORKBOOK

FET

ENGLISH FIRST ADDITIONAL LANGUAGE

LANGUAGE AND EDITING SKILLS

&

COMPREHENSION STRATEGIES

Endorsed by:



Jika iMfundo
what I do matters



PROGRAMME

	Activity	Time Guide	Real time guide
	Registration	30 mins	8H30 – 9H00
	Activity 1: Discussion JIT Programme and Reflections on Term 2	15 mins	9H00 – 9H15
	Activity 2: Introduction to Term 3 Tracker	15 mins	9H15 – 9H30
	Activity 3: 3.1 CAPS on LSC 3.2 Problems identified in the 2015 matric examiner’s report. 3.3 2015 Examiner’s diagnostic report	30 mins	9H30-10H00
	Activity 4: Glossary of terms	20 mins	10H00-10H30
	Break	20 mins	10H30-10H50
	Activity 5: Checking understanding	10 mins	10H50-11H10
	Activity 6: Basic grammatical knowledge	60 mins	11H10-12H10
	Activity 7: Language and editing skill exercise	20 mins	12H15-12H30
	Activity 8: Language and Editing Skills exercises from Past year papers	30 mins	12H30-13H00
	Activity 9: Comprehension strategies		13H00- 13H45
	Evaluation	10mins	13H45-13H55
	Closure: Questions and concerns	5mins	13H55-14H00

Checklist of items required for this Workshop

Handouts	Number	Check
Copies of Planning and Tracking document for grade 12	1 per participant	
Copies of the Participants' Workbook	1 per participant	
Other items		
For each participant, the most commonly used EFAL learning resources. These will include Learner's Books and Teacher's Guides	Participants should bring their own	
Pens and paper for planning lessons	As required	
Flipchart or board	As required	

ACTIVITY 1: DISCUSSION ON THE JIT PROGRAMME AND TERM 2 REFLECTIONS
(15 mins)

- 1.1 Did you find the materials for term 2 (visual literacy) useful?
- 1.2 Did you use the materials in class?
- 1.3 What was the learner's response to the materials?
- 1.4 Did the term 2 tracker help in terms of curriculum coverage?

ACTIVITY 2: INTRODUCTION TO THE TERM 3 TRACKER (15 mins)

2.1 Turn to page 1 of the Tracker and find the LTSM that your school is using and add a bookmark to it. **Spend a few minutes browsing the tracker and share any comments with the facilitator.**

- Please note that the Trackers should be followed **strictly**, so that all the work in CAPS is covered.
- When planning lessons for each day, you must refer to the suggestions given in the Teacher's Guide for your Learner Book.

ACTIVITY 3: LANGUAGE AND EDITING SKILLS (30 mins)

3.1 Refer to CAPS: Language structures and Conventions (pp 15-16; 46-48, See Appendix)

3.2 Work in pairs and briefly discuss the problems you and your learners experience in the LANGUAGE AND EDITING section.

3.3 Understanding the 2015 examiner's report

This is an extract from the examiner's diagnostic report for the 2015 FAL English exams and relates specifically to the section (Question 5.1) on language and editing.

This section tests language accuracy, (spelling, punctuation, transcribing accurately and language skills).

Common errors and misconceptions

- (a) Many candidates were not able to identify language errors even though this question has become a regular part of Paper 1.
- (b) The four language aspects tested in Q5.1, namely: **concord, punctuation, spelling and words often confused** presented challenges to candidates. Despite the instruction to write down only the corrected words, many candidates still rewrote the sentences.
- (c) Candidates did not do well in most questions which used **formal language structures** e.g. Q5.1.2, Q5.1.3, Q5.1.4, Q5.2.3 and Q5.2.4.
- (d) While there may be a case for FAL candidates identifying instead of using **parts of speech**, they are still required to know them, which was not the case in Q5.1.2b.
- (e) While most candidates chose the correct adjective in Q5.2.1a, some spelt the word without its hyphen.
- (f) Many candidates could not choose the correct option in Q5.2.1 on the **conditional**.

- **In your group, discuss the challenges that your learners have. Which of the above apply to your learners?**
- **Discuss teaching strategies that have been successful with your learners.**

(See Appendix 1 for suggestions for improvement)

ACTIVITY 4: GLOSSARY OF TERMS. (20 minutes)

Task 1: Work in pairs. Match the terms to the correct definitions. Write the letter in the answer column.

TERMS	ANSWERS	DEFINITIONS
1. tag questions		a. A sentence in which the subject comes after the verb. The word “by” is commonly used. Usually used in science where the subject is implied.
2. homophones		b. The sentence communicates what someone else has said, but without using the exact words. The pronoun, tense and adverb of time and place are changed.
3. apostrophe		c. To change a sentence so that it has an opposite meaning.
4. antonyms		d. A question we can add to the end of a statement.
5. concord		e. A word or phrase that means exactly or nearly the same as another word
6. passive voice		f. Two or more words having the same pronunciation but different meanings, or spelling (e.g. new and knew).
7. acronyms		g. This is a punctuation mark (') used to indicate either possession (e.g. <i>Harry 's book ; boys ' coats</i>) or the omission of letters or numbers (e.g. <i>it 's ; can ' t ; he ' s ; 1 Jan. ' 99</i>).
8. reported speech		h. A word opposite in meaning to another
9. synonyms		i. Writing a sentence to make sure the verb matches the subject.
10. writing sentences in the negative		j. This is an abbreviation formed from the initial letters of other words and maybe pronounced as a word (e.g. UNO. USA, RSA, ANC, IFP, DA)

Task 2. Match the terms to the correct definition. Write the letter in the answer column.

TERMS	ANSWERS	DEFINITIONS
1. Abbreviation		a. E.g. big, bigger, biggest.
2. Parts of Speech		b. The use of upper case letters e.g. Shandu, Johannesburg.
3. Commonly confused words		c. Words such as “in”, “on”, “of”
4. Singular Form		d. A shortened form of a word or phrase used to represent the whole, as Dr. for Doctor
5. Direct Speech		e. A sentence which indicates continuing action, something going on now.
6. Capitalisation		f. Words are divided into classes according to the purpose they serve. The main types are noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, and interjection.
7. Degrees of Comparison		g. Words that either look alike, sound alike or, worst of all, look and sound alike but have completely different meanings.
8. Articles		h. Reporting what someone else has said by using the actual words of a speaker.
9. Present Continuous Tense		i. In nouns, pronouns, and verbs, the grammatical form that refers to only one thing.
10. Preposition		j. The words “the”, “a” and “an” to indicate whether the subject is known, or unknown, specific or general.

ACTIVITY 5: CHECKING UNDERSTANDING

Circle the correct answer for each of the questions below.

(10 min)

- Which of the following sentences correctly uses a conjunction?
 - I cannot play in the football match until I practise more.
 - I hid in the basement my brother was mad at me.
 - Victor erased the answering machine message Nora would not find out.
 - She scored a goal won the game.
- Which of the following sentences uses the active voice?
 - Peter was given a laptop to use when he worked at home.
 - The mountain was climbed by several of the bravest hikers in the group.
 - The meals for the wedding were provided by a restaurant.
 - Thabo won the singing competition.

3. Identify the correct verb for the blank in the following sentence.
Cynthia and her friend ____ for their trip to Cape Town in an hour.
- a. leaves
 - b. leave
4. Identify the correct contraction for the blank in the following sentence.
____ Jack and S'bu have to work tonight?
- a. Don't
 - b. Doesn't
5. Identify the correct pronoun for the blank in the following sentence.
I often think of Paul and ____.
- a. she
 - b. her
6. Identify the correct word for the blank in the following sentence.
His black eye looked ____.
- a. bad
 - b. badly
7. Identify the correct word for the blank in the following sentence.
The boy told his teacher that he did not perform ____ in the concert because he was sick.
- a. good
 - b. well
8. Identify the correct word for the blank in the following sentence.
Of the three T-shirts, I like the red one ____.
- a. better
 - b. best
9. Identify the sentence that uses capitalization correctly.
- a. In the movie, David had a difficult time in cuba.
 - b. in the movie, David had a difficult time in Cuba.
 - c. In the Movie, David had a difficult time in Cuba.
 - d. In the movie, David had a difficult time in Cuba.
10. Which of the following sentences is punctuated correctly?
- a. Sadly, I walked home.
 - b. Sadly I walked home.
 - c. Sadly I walked, home.
 - d. Sadly, I walked, home.
11. Which of the following sentences is punctuated correctly?
- a. The bookstore had to move its collection of children's books.
 - b. The bookstore had to move it's collection of childrens' books.
 - c. The bookstore had to move its' collection of children's books.
 - d. The bookstore had to move its' collection of childrens' books.

12. Identify the correct words for the blank in the following sentence.

I would like to have the party _____ more _____ at a restaurant.

- a. hear, than
- b. hear, then
- c. here, than
- d. here, then

ACTIVITY 6: BASIC GRAMMATICAL KNOWLEDGE (90 minutes)

- 6.1 Capitalization**
- 6.2 Articles**
- 6.3 Concord**
- 6.4 Active and Passive Voice**
- 6.5 Commonly confused Words**
- 6.6 Use of Apostrophe**
- 6.7 Direct and Indirect Speech**
- 6.8 Question tags**

Your facilitator will assign ONE of the above aspects to your group. Prepare a lesson on the topic assigned.

6.1 Capitalization

Capitalization means beginning a word with a capital letter. Study these rules for the use of capitalization.

RULES FOR CAPITALIZATION

1. Capitalize the **first word** of every sentence.
Today is the first day of the rest of your life.
2. Capitalize the pronoun **“I”**
My sister and I went to a concert last night.
3. Capitalize all **proper nouns**. Proper nouns include several kinds, as shown below.

Name of people and their titles:

Dr. Carlos Davis, Professor Smith, Ms Rachel Levin, Uncle Mickey

Days of the weeks, months, and holidays:

January, Wednesday, Valentine’s Day, Christmas

(Do not capitalize the seasons- spring, summer, winter, autumn.)

Place name (such as you can find on a map):

Australia, Gauteng, Mgeni River, Limpopo Province, Drakensberg Mountains

Geographic regions:

the South, the Middle East, the Orient, East Asia, the Hawaiian Islands

(Do not capitalize directions, as in “south of the river.”)

Name of religions and deities:

Buddhism, Christianity, Islam, Judaism, God, Allah, Jehovah

Languages, ethnic groups, and nationalities (noun and adjective forms):

Spanish, Canadian, Arabic, Thai, Native American, Indian, Mexican

Title of books, films magazines, music, plays, and art:

The Mona Lisa, Newsweek, Hamlet, Star Wars, War and Peace, La Traviata

Building and structures:

Moses Mabhida Stadium, the Taj Mahal, the White House, Buckingham Palace

Name of businesses, schools, and other organizations:

The United Nations, Kaizer Chiefs, Fort Hare University, Toyota

Names of school courses, but not general subjects:

Business English, Algebra 1A, World Geography 101 (but maths, geography)

Product and brand names:

Coca-Cola, Sony, Rolex, Volvo, Swatch IBM

EXERCISE: CAPITALIZATION

Read the following sentences and correct any letters that need to be capitalized. Also, change any capitals that should be lowercase (small) letters.

Example

L W D h v i E

last wednesday, dr. Johnson come Home from his Vacation In europe.

1. The People of new Orleans, Louisiana, celebrate the Mardi Gras Festival in february.
2. the main religions in japan are Buddhism, shintoism, and Christianity.
3. Last Month, i saw roman holiday, a movie starring Audrey Hepburn, on Television.
4. If You visit san Francisco, You should be sure to see the golden gate bridge.

5. Wits university is just a short distance from O r Thambo international airport.
6. On our trip to Zambia, we went to Victoria Falls, the chobe national park, And lake Edward museum.
7. marc’s Father, Tomas, is from a small town just North of Mexico City.
8. can you believe it? Joe speaks french, Italian, spanish, and korean!
9. In new zealand, Summer comes in january, and Winter is in July.
10. She loves to study many Subjects, but business English 101and poetry are her favourites.

CAPITALIZATION (IN YOUR OWN WORDS)

Next answer these questions about yourself. Answer in complete sentences and be sure to use capitalization where it is needed.

1. Who are the four students sitting closest to you in this class?

2. What are the three best places you have ever visited?

3. Who is your favourite actor or actress, and what films or shows has he or she been in?

6.2 ARTICLES

Use of articles is difficult to master completely, but following these rules will help you choose the correct article in many cases.

Basic Rules for Using Articles

1. When your reader knows which particular person, animal, place, or thing the noun stands for – use **“the”** before the noun.
2. When your reader doesn’t know – use **a, an** before the noun.

Your reader knows which particular one or ones you mean:

- when there is only one in the world
the Great Wall of China **the Grand Canyon**
- when your topic makes it clear which one or ones you mean

I just started a new English class. **The teacher** is very nice and easy to understand.

- when you have already introduced this one, or these, earlier in the same writing Two cats were sleeping on a sofa. Suddenly, **the cats** jumped up and ran away.
- when you explain which one or ones you mean **the house** at the end of the street
- She brought **the books** I had left in her car.

Follow the chart below

Kind of Noun	Reader knows which particular one or ones you are writing about	Reader doesn't know which one or ones you are writing about
Singular (Countable)	the the door The apple	a/an a door an apple
Plural (Countable)	the the dogs	number or quantity word three dogs some dogs a lot of dogs
Uncountable	the the water the rice	quantity word some water a lot of rice

Note: For generalization, don't use any article before the noun

Most people like cats.

Cars cause air pollution.

EXERCISE: USING ARTICLES

Read the paragraph below. Fill in the blanks with articles and quantity words from the box below. You will need to use some words more than once.

Articles

a, an, the

Quantity Words

many, some, a lot of

Last week, I bought _____ new Walkman. Since I wanted to get _____ good price, I went to _____ biggest discount store in town before I made my choice. At first, _____ personal stereos all seemed good.

Then I found _____ very small one selling for half price, so I bought it I use it for studying English and for listening to music on my way to school. I also have _____ money left over because it was so inexpensive. I'm going to use _____ money I saved to buy some rock and roll tapes to listen to on my way to school.

Using Articles: Noticing special cases

Proper nouns are names of particular people, animals, or things. In general, proper nouns are used with no article. Look at these examples.

Taiwan, William Shakespeare, Rome, lake Michigan, Mount Kilimanjaro, Europe, King Kong, Hawaii, Sally, Kansas, Hamlet

Some proper nouns are used with the. These include the ones below.

names with prepositions	the Horn of Africa, the Republic of Ireland
plural names	the Alps, the West Indies, the black Hills
Newspapers	the Sunday Times, The International Herald Tribune
structures and organizations	the Brooklyn Bridge, the United Nations, the Eiffel Tower
River, seas, and oceans	the Red Sea, the Nile, the Pacific Ocean

Find more examples of proper nouns used with and without “the”. Write them below. Look for examples in any English language book, magazine, or newspaper.

proper nouns used with “the”

proper nouns used with no article

6.3. CONCORD

- **Study this information about the use of verb tense. Be clear. Use the verb tense that reflects your meaning. Avoid shifting tense for no reason.**

Confusing: When the doors open, people rushed out of the train. (past or present?)

Correct: When the doors open, people rush out of the train, (present)

Correct: When the doors opened, people rushed out of the train. (past)

- **When you do change tense, be very clear about past, present, and future.**

Confusing: Mary lives in San Diego all her life. When she was a child, she often goes to the beach with her family. These days, she will be an enthusiastic windsurfer. She practiced at Mission Bay every weekend. Maybe someday she has represented San Diego in an Olympic windsurfing competition.

Correct: Mary has lived in San Diego all her life. When she was a child, she often went to the beach with her family. These days, she is an enthusiastic windsurfer. She practices at Mission Bay every weekend. Maybe someday she will represent San Diego in an Olympic windsurfing competition.

- **Sometimes, the simple present (eat) and present continuous (be + eating) are used for future events.**

Correct: Next Tuesday, I'm going to Seattle. (future)

I'm studying for final exams this week. (present - event is in progress)

Correct: School starts next month. (future)

I get up at seven every morning. (present – a regular habit or practice)

- **Some verb phrases don't change tense. Infinitive phrases, such as "to sing" or "to play," act like nouns. Only the main verbs changes form.**

Confusing: Last week Lee started to studied French.

Correct: Last week Lee started to study French.

- **Gerunds: When the – ing form of a verb without be (singing) acts like a noun, it also doesn't change form. Only the real verbs change form.**

Confusing: Miriam hate singing karaoke, but she loved was playing the flute.

Correct: Miriam hated singing karaoke, but she loved playing the flute.

EXERCISE:

Fix the verb tense errors in the sentences below. First, make sure you understand the meaning of the sentence. Then correct the tense of the incorrect verb. (There are two possible ways to correct some of the sentences.)

Example

will

Rick hopes he **would** win the marathon.

hoped

Rick **hopes** he would win the marathon.

1. Sally eats pizza, and Anna ate tuna salad.
2. When you mix red and yellow paint, you got orange.
3. Last year Sung tries to do his best.
4. Tom caught the football and runs to the goal line.
5. Marie knew that it will be a romantic evening with Bill.
6. Last weekend, I'm going to the movies with some friends.
7. At first, Larry hated to eat sushi, but later he started to like it.
8. Regular exercise is good for your health and helped you lose weight.
9. When parents divorced, it causes problems for their children.
10. In dance club, disco music is not very popular there days; most people have preferred techno, rap, and hip hop.

CONCORD (IN YOUR OWN WORDS)

Now use the opening phrases below to write a short paragraph.

On the first day of my high school trip, _____

In the future, I will go back there and _____

6.4 Active and Passive voice

Learners need to know the subject and object of the sentence

Learners need to know the tense of the verb.

The verb may be active or passive

Active: When the subject is doing the action it is in the active voice

E.g. Ronaldo scored a goal Subject is "**Ronaldo**" and he is doing the action

She is singing a song Subject is "**She**" and she is singing

Passive: The word "**by**" normally indicates the passive voice.

E.g. The goal was scored **by** Ronaldo
A song is sung **by** her.

EXERCISE: Identify the subject verb and object in the following sentences:

1. The policeman stopped the taxi.
2. The taxi knocked a pedestrian.
3. A paramedic attended to the pedestrian.
4. An ambulance took the injured man to hospital.
5. The hunter shot the bird.
6. Sam set the table.
7. Lindi cooked the dinner.
8. The stormy weather damaged the sugar crop on the coast.

Now write the sentences in the passive voice.

6.5. COMMONLY CONFUSED WORDS

HOMOPHONES

Homophones are words that sound alike but are spelled differently and have different meanings.

Know/No

Know is a verb meaning *to recognize or understand*.

No is an adverb meaning *not so or not at all*.

No is also an adjective that means *none or not one*.

Example

There are **no** more musical scales that you have to **know**.

New/Knew

New is an adjective meaning *fresh or different*.

Knew is the past tense of the verb *know*. It means *recognized or understood*.

Example

We all **knew** the **new** student from the community centre.

Hear/Here

Hear is a verb meaning *listen to*.

Here is an adverb meaning *in this place or to this place*.

Example

I **hear** that you are coming over **here**.

By/Buy

By is a preposition used to introduce a phrase, such as *by the way or by the time*.

Buy is a verb meaning *purchase*.

Buy is also a noun meaning *bargain* or *deal*.

Examples

We drove **by** the flea market to see if we wanted to **buy** anything.

I ordered a computer over the Internet and it was a great **buy**.

Accept/Except

Accept is a verb meaning *agree* or *receive*.

Except is a verb meaning *omit* or *exclude*.

Except is also a preposition meaning *excluding* or *but*.

Examples

You must **accept** the fact that students with low grades are **excepted** from extra-curricular activities.

Everybody **except** the director thought the performance went well.

Affect/Effect

Affect is a verb meaning *influence* or *pretend*.

Effect is a verb meaning *accomplish* or *produce*.

Effect is also a noun meaning *result*.

Examples

We hope to **affect** the voter turnout in order to **effect** a change in our government.

The child **affected** the teacher's mannerisms but did not know the **effect** it would have.

Than/Then

Than is a conjunctive word used to make a comparison, such as *rather than*.

Then is an adverb meaning *next* or telling *when*.

Example

Then the mechanic installed a battery that was better **than** the one that came with the car.

Passed/Past

Passed is the past tense of the verb *pass*, meaning *transferred*, *went by* or *ahead*, *elapsed*, *finished*.

Past is a noun that means *history*.

Past is also an adjective meaning *former*.

Examples

As we **passed** the movie theatre, I thought about all the good times in the **past**.

Because I like to swim, my father says I must have been a fish in a **past** life.

Whether/Weather

Whether is an adverb used when referring to *possibility*.

Weather is a noun referring to the *climate* and *conditions outside*.

Example

Whether we go the park depends on the **weather**.

Principal/Principle

Principal is a noun that refers to the *head of a school* or an *investment*.

Principal is also an adjective that means *main*, *primary*, or *major*.

Principle is a noun meaning *law*, *rule*, or *belief*.

Examples: The **principal** of Amazulu High School made decisions based on a set of **principles**.
The **principal** of the mutual fund earned interest, which was our **principal** objective.

Exercise 1

Circle the correct word in the brackets below. Answers can be found at the end of the lesson.

1. I am here to (**accept, except**) the award for winning the spelling bee.
2. Thandeke likes mashed potatoes more (**than, then**) stuffing.
3. Please put the sofa over (**hear, here**).
4. We (**passed, past**) the school on the way to the supermarket.
5. The (**principal, principle**) reason we are here is to determine if this is the right school for our son and daughter.

Confusing Contractions

Contractions replace letters in certain word pairs with apostrophes. Contractions can be confusing if they have homophones, such as the examples below.

Its/It's

Its is a possessive pronoun meaning *belonging to it*.

It's is a contraction for *it is*.

Example: *It's* frustrating that my dog lost *its* collar again.

Your/You're

Your is a possessive pronoun meaning *belonging to you*.

You're is a contraction for *you are*.

Example: *You're* going to drive *your* car to Dundee.

There/Their/They're

There refers to a *place*, like *here*.

Their is a possessive pronoun meaning *belonging to them*.

They're is a contraction for *they are*.

Example: *They're* selling balloons over *there*. *Their* prices are pretty good.

Lie/Lay

Lie is a verb meaning *to rest in a horizontal position or in a particular place*.

Lay is a verb meaning *to put or place*.

Example: *Lie* down and I will *lay* the covers over you.

Sit/Set

Sit is a verb that has many meanings, but the primary meaning is *to rest with the legs bent and the back upright*.

Set is a verb meaning *to place or put*.

Example: Miriam *set* her coffee cup on the table and crossed the room to *sit* on the couch.

Rise/Raise

Rise is a verb meaning *to go to a higher position*.

Raise is a verb meaning *to lift to a higher position*.

Example: I *rise* in the morning and *raise* the window shade.

Exercise 2

Circle the correct word in the brackets below. Answers can be found at the end of the lesson.

6. Is it true that (**your, you're**) going to move to Durban to go to college?
7. I am just going to (**sit, set**) on the bench and wait.
8. The leopard sprang off the tree and caught (**its, it's**) prey.
9. Could you (**lie, lay**) the blanket on the grass for our picnic?
10. In the barn over (**there, their, they're**), we found six baby chicks looking for (**there, their, they're**) mothers.

To/Too/Two

To is a preposition used to introduce a phrase, such as *to the field* or *to the bank*.

To is also used to form the infinitive of verbs, such as *to be* or *to run*.

Too is an adverb meaning *also* or *overly*.

Two is an adjective, the name of the *number* between one and three.

Example: Jabu is going **to two** stores **to** buy his school supplies, **too**.

Where/Wear/Were

Where is an adverb referring to a *place*.

Wear is a verb meaning *to put on, tire out, or deteriorate*.

Wear is also a noun that means *deterioration*.

Were is a verb, the plural past tense of *to be*.

Examples: We **were** going to reupholster the chair because of the **wear** and tear.
I need to know **where** the game is so I know which jersey I should **wear**.

Through/Threw/Though

Through is a preposition meaning *from one side to the other*.

Threw is the past tense of the verb *to throw*.

Though is a conjunction meaning *even if*. **Though** is also an adverb meaning *however*.

Example: I **threw** the ball **through** the hoop, even **though** I was not a striker.

Quite/Quiet

Quite is an adverb meaning *completely, very, or entirely*.

Quiet is a verb that means *to soothe or calm*.

Quiet is also a noun meaning *tranquillity or peacefulness*.

Quiet is also an adjective that means *calm or silent*.

Example: I was **quite** full so I quit eating and stepped out onto the patio for some **quiet**.

6.6. Apostrophes

Apostrophes serve two purposes in the English language. The main purpose is that they show possession. The other is to replace letters in contractions and form the plural of some nouns.

Apostrophes are used to show that one or more things belong to one or more people or things. That is called *possession*. To form the possessive case of a singular noun, add an apostrophe and an *s*.

Example: **Shakema's** folder

- When forming the possessive of a plural noun that ends in *s*, add only an apostrophe.

Example: the **boys'** basketball team

Example: the **kids'** various toys

- Personal pronouns such as *his*, *hers*, *its*, *ours*, *yours*, and *theirs* do not require an apostrophe.

Correct Example: I believe the sandwich is **hers**.

Incorrect Example: I believe the sandwich is **her's**.

Remember that these possessive personal pronouns are *not* contractions as in the incorrect example above.

Indefinite pronouns in the possessive case require an apostrophe and an *s*.

Below is a list of indefinite pronouns:

another	anybody	anyone	either	everybody
everyone	neither	nobody	no one	one
other	somebody	someone		

Example: Never take **another's** place in line.

Example: That is **somebody's** hat.

Exercise 1

On the lines provided, rewrite the italicized words using the correct possessive case. If it appears in the correct form, write *correct*. Answers can be found at the end of the lesson.

1. The parking attendant misplaced *everyones'* keys. _____

2. Those are the *childrens'* books. _____

3. The team would not refund *it's* season ticket holders.

4. The entire restaurant is *ours*. _____

5. All of the *poets'* work was destroyed in the fire and she was devastated.

6. Mr. *Davis* social studies class went on a trip to the museum.

7. I left the report on my *boss'* desk. _____

8. It is *everyone's* dream to be successful.

- **Apostrophes in Contractions**

A contraction is one word made by combining two words and replacing one or more letters with an apostrophe.

Example: The contraction for **do not** is **don't**.
(Note the apostrophe replaces the **o** in **not**.)

Example: For **they are** the contraction is **they're**.
(Note the apostrophe replaces the **a** in **are**.)

Here is a list of common contractions:

let's	can't	shouldn't	couldn't	wouldn't	he'll	she'll
we'll	they'll	it'll	it's	what's	he's	she's
we're	they're	we've	they've	should've	could've	would've
won't						

Note that the contraction **won't** combines **will** and **not**. Also note that the contraction **it's** can easily be confused with the possessive **its** which has no apostrophe. One strategy for avoiding errors is to avoid contractions entirely.

When forming the plural of symbols, letters, or numbers, use an apostrophe and an *s*.

Example: When playing “tic tac toe,” one player uses **x's** and the other uses **o's**.

Example: The word “unnecessary” has two **n's**.

Example: The uniform company accidentally sent two number **7's** for the same team.
When referring to words in your writing, use an apostrophe and an *s*.

Example: You need to clean your room with no *if's*, *and's*, or *but's*.

Exercise 2

Write the following sentences on the line provided, inserting apostrophes where they belong to make correct contractions and possessive forms. If the sentence is correct as it appears, write *correct* on the line. Answers can be found at the end of the lesson.

1. You shouldve gone to the party. _____
2. Womens sports have become more popular. _____
3. Do you know whats going on? _____
4. Have you read the books on the reading list? _____
5. Whos in charge of Jacks report? _____
6. My cousins hat fell off at the beach. _____
7. They can take care of themselves. _ _____
8. She uses lots of *verys* in her writing. _____

- Apostrophes play an important role in making your sentences clear, but they can be a source of punctuation errors. To limit apostrophe mistakes, it is important to learn the possessive forms and avoid using contractions.

6.7 DIRECT AND INDIRECT SPEECH

In the exams, candidates are mainly required to write direct speech in reported form. Give learners many examples of writing direct speech in reported speech. Learners struggle with this. By getting learners to do more examples they will understand this better and probably improve. Different type of sentences like questions, statements and exclamations should be done in class.

What are the differences between the direct speech and the indirect speech?

There are several differences between a sentence with direct speech and a sentence with indirect speech.

- We no need to use quotation marks with indirect speech.
- We have to change the tense of the verb.
- We have to change the pronouns and determiners.

Example:

He said, "I can speak four languages".

He said **that he could** speak four languages.

- **Some Important Rules to changing from Direct to Indirect Speech:**

CHANGES IN:

A. Pronouns:

Direct Speech	Indirect Speech (Reported Speech)
I, you	he, she, it
my, mine, your, yours	his, her, hers, its
we	they
our, ours	their, theirs
us	them

B. Tense:

Direct Speech (speaker's words)	Indirect Speech (Reporter or Listener)
<i>Present tense</i>	<i>Past tense</i>
am, is, are	was, were
make, makes	made
am / is / are eating	was / were eating
will / can / may eat	would / could / might eat
has, have	had
has / have eaten	had eaten
Direct Speech (speaker's words)	Indirect Speech (Reporter or Listener)
<i>Present tense</i>	<i>Past perfect tense</i>
was / were	had been
ate	had eaten
was / were eating	had been eating

C. Expressions of time and place indicating nearness are changed into one of distance:

Direct Speech	Indirect Speech (Reported Speech)
now	then
today	that day
tonight	that night
yesterday	the previous day / the day before
tomorrow	the next / following day
the day before yesterday	two days before
the day after tomorrow	in two days
last week	the previous week or the week before
last month	the previous month or the month before
last year	the previous year or the year before
next week / month / year	the following week / month / year
a week / month	a week / month

last night	the previous night
here	there
this / it	that
these	those
thus	so
ago	before

Exercise: Change the following sentences into Reported Speech

1. Cindy said, "I am very busy now". _____
2. She said, "I am going to college." _____
3. Roger said, "Daniel must go tomorrow". _____
4. Pam says, "My father is an Engineer." _____
5. 'Where are you going?' James asked Mary. _____
6. "Hurry up," she said to us. _____
7. The boy said to his friend, "I am waiting for you here now."

8. Mojo said, "I *have* written a novel" _____

6.8 QUESTION TAGS

Rules for question tags

NEGATIVE TAG	It is raining, isn't it?	The main part of the sentence is positive, but the question tag is negative.
POSITIVE TAG	It is not raining, is it?	The main part of the sentence is negative, but the question tag is positive.

6.8.1 STATEMENT WITH AUXILIARIES:

1. David is older than you, isn't he?
2. It is dark, isn't it?

3. He and I can go by bus, can't we?

4. Simone can't dance, can she?

5. Tigers are dangerous, aren't they?

6. Sarah and Rita will come, won't they?

- If the main part of the sentence has "I am" in it, use "aren't I" in the question tag.
- If the main part of the sentence has "I am not" in it, use "am I" in the question tag.

6.8.2 STATEMENT WITHOUT AUXILIARIES:

1. She **sings** beautifully, doesn't she?

2. Rivers **flow** towards the sea, don't they?

3. The sun **shines** hot in summer, doesn't it?

4. Usain Bolt **broke** the world record, didn't he?

6.8.3 STATEMENTS USING AUXILIARIES: e.g.: As has/have/had

1. The bell **has** rung, hasn't it?

2. The flowers **have** drooped, **haven't they?**

6.8.4 STATEMENTS USING THE MAIN VERB e.g.: As has/have/had - use do/does/did forms

1. A lion **has** sharp claws, **doesn't it?**

2. Africans **have** great respect for traditions, **don't they?**

6.8.5 STATEMENTS HAVING NEGATIVE WORDS USE POSITIVE TAG:

e.g: Using no, none, never, not, neither-nor

1. Rosy **is not** going to come today, **is she?**

2. My father **never** smokes, **does he?**

3. Neither John **nor** David **has** any bad habits, **do they?**

4. The cuckoo **has no** care for its eggs, **does it?**

6.8.6 Exercise . Circle the correct answer.

1. This tree can't bear fruit, _____

a) can't it? b) can it? c) will it?

2. She was feeling cold, , _____

a) wasn't she? b) was she? c) doesn't she?

3. She is singing, , _____

- a) isn't she? b) is she? c) doesn't she?

4. I am working, , _____

- a) am I? b) amn't I? c) aren't I?

5. The plumber fixes pipes, _____

- a) does he? b) didn't he? c) doesn't he?

6. Mr.Sipho heads the meeting, _____

- a) doesn't he? b) does he? c) will n't he?

ACTIVITY 7: IDENTIFYING ERRORS IN TEXTS

There have been some deliberate errors made in the text below:

7.1 Underline the errors.

7.2 Classify and correct them. In pairs discuss your answers explaining the reason for your choice e.g. spelling, concord etc.

I AM AN AFRICAN

On an occasion such as this, we should, perhaps, start from the begining.

So, let me begin.

I am a African.

I owe my being to the hills and the vallies, the mountains and the glades, the rivers, the desserts, the trees, the flowers, the seas and the ever-changing seasons that define the face of our native land.

My body has freezed in our frosts and in our latter-day snows. It has thawed in the warmth of our sunshine and melted in the heat of the midday son. The crack and the rumble of the summer thunders, lashed by startling lightning, have been a cause both of trembling and of hope.

The fragrances of nature has been as pleasant to us as the sight of the wild blooms of the citizens of the veld.

The dramatic shape's of the Drakensberg, the soil-coloured waters of the Lekoa, iGqili noThukela, and the sands of the Kgalagadi, have all been panels of the set on the natural stage on which we act out the foolish deeds of the theatre of the day.

At times, and in fear, I have wandered whether I should concede equal citizenship of our country to the leopard and the lion, the elephant and the springbok, the hyena, the black mamba and the pestilential mosquito.

A human presence among all of these, a feature on the face of our native land thus defined, I no that none dare challenge me when I say - I am a African!

I owe my being to the Khoi and the San whose desolate souls haunt the great expanses of the beautiful Cape - they who fell victim to the most merciless genocide our native land has ever seen, they who were the first to loose their lives in the struggle to defend our freedom and independence and they who, as a people, perished in the result.

Today, as a country, we keep an inaudible and audible silence about these ancestors of the generations that live, fearful to admit the horror of a former deed, seeking to obliterate from our memories a cruel occurrence which, in its remembering, should teach us not and never to be inhuman again.

The adoption by the Constitutional Assembly of The Republic of South Africa Constitution Bill 1996, 8 May 1996 – by Thabo Mbeki

ACTIVITY 8: PAST YEAR PAPERS

NOV 2013: QUESTION 5: LANGUAGE AND EDITING SKILLS

- 5.1 Read the following passage (TEXT F), which contains some deliberate errors, and answer the set questions.

WHY KINDNESS IS GOOD FOR YOU

- 1 The idea of a universal bond of sharing connects all humanity – *ubuntu* – is as old as the hills in black South African culture.
- 2 Imagine, for a minute, a world were everyone is just a little kinder. When you are trying to merge into traffic, someone let's you in. At the supermarket, you allow a person in a hurry to go ahead of you in the checkout queue. You get back to your car and find someone have put money in the parking meter. A new theory called 'survival of the nicest' says that because of kindness, the human race prospered as a species. 5
- 3 Kindness is good for you in other ways. Studies have found that helpful people are less likely to fall ill from chronic disease and tend to have better immune systems. 'A strong correlation exists between the well-being, happiness and health of people who are kind,' wrote Professor Stephen Post. 10
- 4 Kindness has another simalarity with happiness: it cannot be bought. Kindness, then, is just a matter of choice. It is an attitude you carry with you that can make a difference, however small, in someone's life. 15

[Adapted from *Reader's Digest*, January 2009]

- 5.1.1 Rewrite the following sentence in the past tense:
The idea of a universal bond of sharing connects all humanity. (1)
- 5.1.2 Correct the SINGLE error in each of the following sentences:
- (a) Imagine, for a minute, a world were everyone is just a little kinder. (1)
- (b) When you are trying to merge into traffic, someone let's you in. (1)
- (c) You get back to your car and find someone have put money in the parking meter. (1)
- (d) Kindness has another simalarity with happiness. (1)
- 5.1.3 Rewrite the following idiomatic expression in its original form:
Survival of the nicest (1)
- 5.1.4 Complete the following sentence in the singular form starting with the given words:
Studies have found that helpful people are less likely to fall ill.
A study has found that a helpful ... (2)
- 5.1.5 Rewrite the following sentence in reported speech:
Professor Stephen Post wrote, "A strong correlation exists between happiness and health." (2)
- 5.1.6 Combine the following sentences into a single sentence using the words 'Not only':
Kindness is a matter of choice.
Kindness is an attitude. (2)
- 5.1.7 Rewrite the following sentence in the negative form:
Kindness makes a difference in your life. (1)

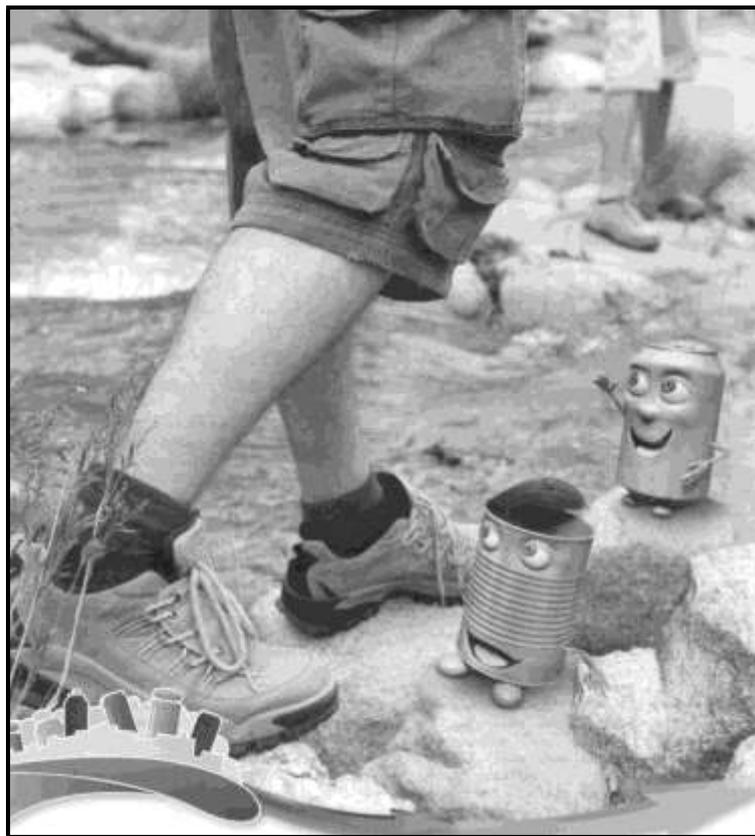
5.1.8 Identify a noun in the following sentence:

Kindness can make a difference.

(1)
[14]

5.2 Study the following text (TEXT G), and answer the set questions.

TEXT G



- 5.2.1 Change the following sentence into a tag question:
We can find partnerships in unlikely places. (1)
- 5.2.2 Write down an antonym for the underlined word in the following sentence:
We can increase this recovery rate. (1)
- 5.2.3 Choose the correct answer from the brackets:
Since 1993, we have collected no (less/least) than 950 000 tons of cans. (1)
- 5.2.3 Choose the correct answer from the brackets:
Since 1993, we have collected no (less/least) than 950 000 tons of cans. (1)
- 5.2.4 Give the correct form of the word in brackets:
The (conserve) of the environment is important. (1)
- 5.2.5 Rewrite the following sentence in the passive voice starting with the given words:
We can keep our country beautiful.
Start with: Our country ... (1)
- 5.2.6 Choose the correct answer to complete the following sentence. Write down ONLY the question number (5.2.6) and the letter (A–D) of the correct answer.
Recycle cans today. Sustain tomorrow. This is an example of ... language.
A persuasive
B manipulative
C sarcastic
D biased (1)

NOVEMBER 2014: QUESTION 5: LANGUAGE AND EDITING SKILLS

- 5.1 Read the passage (TEXT F) below, which has some deliberate errors, and answer the set questions.

TEXT F**SMALLER IS BETTER**

- 1 Bulky, back-bending backpacks are on they're way out, to be replaced by lightweight tools of learning. But the challenge will still be getting to school on time.
- 2 We're running a little late for school this morning. I'm standing at the top of the stairs, looking at the time for my phone. 5
- 3 'Here, let me take that,' I say, reaching out to releive Rachel of her backpack. And that's when I nearly fall down the stairs. I am certain the backpack is weighed down with bricks or gold bars, perhaps as part of a Science project on gravity. But it turns out that only learning material and books is in the bag. 10
- 4 I flash back to my school days, when I walked along the hallways with my backpack slung casually over my shoulder. I don't recall straining under the weight of my bag.
- 5 One night, at a parents' evening at Rachel's school, I pause at a desk in the foyer, where a lady from a computer company is holding up in one hand, a 15 device that will forever change education.
- 6 The Age of the iPad-educator is upon us. Soon every learner will learn from books summoned up at a touch. All the necessary textbooks will be stored in a slender tablet¹, rather than a bulky backpack.

[Adapted from *Your Family*, October 2013]

Glossary:

¹ tablet: a small hand-held computer with a touchscreen

5.1.1 Correct the SINGLE error in each of the following sentences. Write down ONLY the question numbers and the words you have corrected.

- (a) Bulky, back-bending backpacks are on they're way out. (1)
- (b) I'm standing at the top of the stairs, looking at the time for my phone. (1)
- (c) But it turns out that only learning material and books is in the bag. (1)
- (d) 'Here, let me take that,' I say, reaching out to releive Rachel of her backpack. (1)

5.1.1 Rewrite the following sentence in the negative:

In future learners will carry either backpacks or heavy textbooks to school.

(1)

5.1.2 Rewrite the following sentence in direct speech:

The parents said that they were impressed with the new device.

(4)

5.1.3 Study the following sentence:

I'm standing at the top of the stairs.

Use a **homophone** for the word stairs in a sentence of your own.

(2)

5.1.4 Rewrite the following sentence in the active voice, starting with the given words:

The backpack is weighed down with bricks or gold bars.

Start with: Bricks or gold bars ...

(1)

5.1.5 Combine the following sentences into a single sentence, starting with the given word:

Learners will no longer have to carry heavy backpacks. All the necessary textbooks can be stored in a tablet.

Start with: Since ...

(2)

5.2 Study the following text (TEXT G) and answer the questions.

TEXT G



[Adapted from *Africa in Union*, 2002–2012]

5.2.1 Choose the correct word from those within brackets. Write down ONLY the question numbers and the words.

- (a) The IEC stands for Independent (Electoral/Electrical) Commission. (1)
- (b) (A/An) election ensures that democracy wins every time. (1)

5.2.2 Rewrite each of the following sentences and give the correct form of each word within brackets.

- (a) The IEC is an (establishment) commission. (1)
- (b) Free and fair elections are (consistent) delivered in a democracy. (1)
- (c) Many South Africans believe that their election process is the (good) in the world. (1)

- 5.2.3 Rewrite the following sentence, inserting the apostrophe in the correct place.

Electoral organisations play a vital role in many countries elections.

(1)

FEBRUARY/MARCH 2015: QUESTION 5: LANGUAGE AND EDITING SKILLS

- 5.1 Read the passage (TEXT F) below, which has some deliberate errors, and answer the set questions.

GLOBAL HANDWASHING DAY

- 1 'WASH' is an acronym that stand for **Wash, Sanitation, and Hygiene**. October 15th is celebrated each year as Global Handwashing Day. It was originally created for children and schools, but can be observed by anyone promoting the washing of hands. Global handwashing Day is endorsed by a number of governments ,international organisations, pharmaceutical companies and the World Bank. 5
- 2 Why handwashing with soap? Handwashing with soap is the most effective and inexpensive way to prevent diarrhoea and acute respiratory infections. Together, they are responsible for the majority of all child deaths.
- 3 Yet, despite it's lifesaving potential, handwashing with soap is seldom 10 practised and difficult to promote. Turning handwashing with soap before eating and after using the toilet into a fixed habit could save more lives than any single vaccine or medical intervention. By 2015 this will reduce deaths between children under the age of five by one-quarter.
- 4 Global Handwashing Day focuses on children because they – the segment 15 of society so often the most energetic, enthusiastic, and open to new ideas – can also be powerful agents for changing behaviour like handwashing with soap in their communities.

[Adapted from globalhandwashing.org]

- 5.1.1 Correct the SINGLE error in each of the following sentences. Write down ONLY the question numbers and the words you have corrected.

- (a) 'WASH' is an acronym that stand for **Wash, Sanitation, and Hygiene.** (1)
- (b) Global Handwashing Day is endorsed by a number of governments. (1)
- (c) Yet, despite it's lifesaving potential, handwashing with soap is seldom practised and difficult to promote. (1)
- (d) By 2015 this will reduce deaths between children under the age of five by one-quarter. (1)

5.1.2 REWRITE the following sentence in reported speech:

He said, 'I washed my hands with soap.'
Start with: He said that he ...

(3)

5.1.3 Write down an antonym for each of the underlined words in the following sentence: Write down ONLY 5.1.3(a) and 5.1.3(b) and the correct answers.

Handwashing with soap is (a) seldom practiced and (b) difficult to promote.

(2)

5.1.4 REWRITE the following sentence in the passive voice starting with the given words:

Handwashing prevents infections.

Start with: Infections...

(1)

5.1.5 Choose the correct word from those within brackets. Write down ONLY the question number (5.1.5) and the word:

The more you wash your hands, the (less/lesser) is the chance of getting an infection.

(1)

5.1.6 REWRITE the following sentence as a tag question by filling in the missing words:

Children are open to new ideas,? (1)

5.1.7 Refer to paragraph 4.

Name ONE other punctuation mark that can be used to replace the dashes in this sentence. (1)

4. 1.8 Complete the following sentence by filling in the missing preposition:

People underestimate the dangers ... dirty hands. (1)

5.2 Study the picture (TEXT G) below and answer the questions.

TEXT G

Sparking children's potential through storytelling and reading

Get your bilingual Nalibali reading-for- enjoyment supplements in the *Daily Dispatch* (Tuesdays), *The Times* (Wednesdays) and the *Herald* (Thursdays) every week during term time. For more information, inspiration and stories, visit www.nalibali.org.

Explore a story!

nalibali

3]

5.2.1 REWRITE the following sentence in the singular form:

Sparking children's potential can be achieved through storytelling and reading. (2)

5.2.2 Why are *Daily Dispatch*, *The Times* and the *Herald* written in italics? (1)

5.2.3 Write down ONLY the correct form of the words in brackets:

(a) The children cannot wait to read the next (inspire) story in the *Daily Dispatch*. (1)

(b) When they read a story they (imagination) what is being described. (1)

5.2.1 Choose the correct answer to complete the following sentence. Write down ONLY the question number (5.2.4) and the letter (A–D).

The word 'information' is an example of a/an ...

- A verb.
- B adjective
- C noun
- D adverb

'for more information, inspiration and stories, visit www.nalibali.org.'

ACTIVITY 9: COMPREHENSION STRATEGIES

- WHAT?** **Comprehension strategies** are plans that we consciously apply while we read in order to help us better understand the text.
- WHY?** Research has shown that if teachers explicitly explain and model these strategies in class on a regular basis, then learners learn how to read texts more attentively and understand them more deeply. This, in turn, can increase children’s enjoyment of texts and make them want to read more readily.
- WHEN?** Comprehension strategies can be taught and modelled even from Foundation Phase, right from the beginning of Grade 1. Comprehension strategies should become a ‘habit of mind’ – something that learners do automatically, without even realising that they’re using strategies.
- HOW?** Teaching comprehension strategies is a very empowering tool to use in the classroom. It should also become a ‘habit of mind’ for teachers and can be used every day in any lesson.

The most common strategies include the following:

Comprehension strategies	
1. Activating prior knowledge	Connecting the topic and the text to what you already know. <i>What do I already know about this topic?</i>
2. Predicting	Making an informed guess about what the text is about or what will happen next, based on knowledge in your head and from clues in the text
3. Taking notice of text structure	Before you start reading, and while you are reading, you ask yourself <i>What kind of text is it? Can I recognise its part? What does the title tell me? What do the headings tell me?</i>
4. Identifying main ideas	While you read you look out for clues that tell you what information is important (primary information or main ideas). In stories, this means recognising the story structure, in information texts, this means recognising the topic sentences.
5. Making inferences	Reading between the lines; using clues in the text to see links/make connections between information in the text and what is implied or suggested.
6. Asking questions	Asking yourself questions about the text while you are reading. This helps you engage with the text more deeply. For example: <i>“It says here that whales are endangered. Why is that so? What has happened to put them in danger of dying out?”</i> By asking yourself this question, you’ll look out for the answer in the text.
7. Visualising (Creating mental images)	Forming a picture in your head about the things that you are reading about, using the five senses (see, hear, smell, taste, feel); drawing a diagram or mental map to keep track of information.
8. Monitoring and using fix-up strategies	Being aware, while you read, whether you understand what you are reading; if not, you use fix-up strategies to deal with the problem: <ul style="list-style-type: none"> ✓ re-reading the section of text that is not understood; ✓ identifying the part that is problematic (is it a word/ phrase/sentence/paragraph? Breaking up the word into its parts) ✓ going to the end of the sentence/paragraph to see if the meaning becomes clearer; ✓ looking up the meaning of an unknown word in the dictionary
9. Summarising	Identifying the main ideas in a text and then bringing them together into a shorter, coherent form

COMPREHENSION/ANALYSING SKILLS

Comprehension is the decoding and understanding of spoken, written and visual texts.



Comprehension skills are not only for the classroom, but are life skills that need to be developed. You first learn to read; later you read to learn.

A. GUIDELINES TO ASSIST YOU IN READING FOR MEANING:

1. READ THROUGH THE PASSAGE QUICKLY.

- Get an overview or a general picture of the passage.
- Try to visualise what you are reading. This helps you to focus and read for meaning.

2. TAKE NOTE:

- The **title** may offer a clue to the contents and the intention of the passage.
- The **author** may help you to identify the **era**, **style** and often the **subject**.
- The **introduction** often creates the **atmosphere** and provides the **setting** for what is to follow.
- The **conclusion** usually ties up the intention of the author.

3. YOU SHOULD ASK THESE QUESTIONS:

- Who** is the writer? Who are the characters?
What is the main idea of the passage?
Where does it take place? (setting)
When does it take place? (setting - time, date, era)
Why has this passage been written? What is the writer's intention?
How does the writer express himself? What language devices are used?

4. READ THROUGH THE COMPREHENSION QUESTIONS

- When you do this, **bear the passage in mind**.
- This will give you **clues** leading to the answers in the passage.
- Many teachers and students prefer reading the questions **before** reading the passage.

5. READ THE PASSAGE AGAIN

- This time you should be aware of what has been asked.
- **Highlight the main idea** in each paragraph - each paragraph presents a new idea.
- **The first sentence** is often the **key sentence**.
- **Words and ideas** that were at first confusing or difficult, may now become **clearer in context**.
- The more familiar you are with the passage, the easier it should become to interpret and understand what you are reading.

PRACTICAL ADVICE:

- Each question usually contains a **Question Word** - underline this.
- Each question usually contains a **Key Word or Key Idea** - underline this.
- Try to **remember** whether you read this fact near the beginning, middle or end of the passage.
- Put your eyes into '**search mode**' and glance down the centre of the paragraph to find the sentence containing the key word or key idea. Read the **whole sentence** in order to obtain a complete picture.
- **Do not copy** directly from the text but **refer to** it in order to avoid careless factual or spelling mistakes. (This applies particularly to names, places, dates or other relevant information.)
- If you are asked to **supply a synonym or an antonym**:
 - a. Replace it with the same part of speech e.g. a noun with a noun, an adverb with an adverb.
 - b. Take the word that you have chosen back to the passage. Replace the original word with this synonym and see if it is appropriate.



B. ANSWERING TECHNIQUES:

IT IS IMPORTANT TO INTERPRET AND FOLLOW THE INSTRUCTIONS EXACTLY AS THEY ARE GIVEN.

- Does the answer need a **full sentence**, a **word** or a **phrase**?
- **Avoid starting sentences with conjunctions** such as *because, and, but* and *so*.
- The **mark allocation** is usually an indication of the number of points needed.
- Your **numbering** must correspond to the numbering of the questions - if they number it (**a**), you must not number it (**1**).
- If you are asked to describe in three sentences what the character looks like, do not give two or four sentences.
- Do not give one **word** answers if you are asked for sentences.
- Each answer must be written on a **new line**. Some teachers prefer you to number your question in the centre of the page and to leave a line after each answer.
- When **quoting** from the text, enclose the quote with single inverted commas.
- When asked to describe the **tone** of any text, use one adjective.
- **Edit** your work to check that you have answered correctly. Spelling and language errors result in an unnecessary loss of marks.
- **Write clearly and neatly** to avoid possible discrepancies.

C. TYPES OF QUESTIONS:

1. **CONTEXTUAL/FACTUAL QUESTIONS** (who, what, where and when?)
These test the story line.
 - The answers are always in the passage.
2. **INTERPRETATIVE/INFERENCEAL QUESTIONS**
These test your ability to understand beyond the written word.
 - You will have to delve deeper into the content and decide what is being inferred without being openly stated.
 - The writer's **attitude, style and tone** often provide clues.
 - You should **draw conclusions** based on the text and your own experience.
3. **LANGUAGE USAGE QUESTIONS** (how?)
These include **vocabulary, grammar, punctuation and figurative language**.
 - The questions are usually asked in context.
4. **STYLE QUESTIONS** (how?)
Is the style **narrative, descriptive, formal, informal, simple, elevated, scientific or humorous**?
 - Is the passage written in the first, second or third person?
5. **TONE QUESTIONS** (how?)
Does the passage convey the writer's feelings, moods and attitudes?
 - Tone may be *angry, apologetic, arrogant, condescending, gloomy, humorous, neutral, personal or impersonal, persuasive, sarcastic, superficial or sympathetic*. (see pg 96) 💡
 - Are these emotions directly stated or implied?
6. **QUESTIONS ABOUT THE WRITER'S OBJECTIVE OR INTENTION** (why?)
You should first define what the objective is and then decide whether he/she has achieved it.
 - The **purpose** might be to *amuse, condemn, criticise, educate, entertain, explain, inform, persuade, or ridicule*. (see pg 97) 💡
7. **YOU MAY BE ASKED TO OFFER AN OPINION**
Here you are asked to give your response to what you have read.
 - You may have to assess a character or a given situation.
 - You will also be asked to comment on the writer's style, intention, thoughts and feelings.
 - You must be able to substantiate your opinion.

A comprehension text for practice

PHILOPHEPA – SOUTH AFRICA'S TRAIN OF HOPE

1	In the rural communities of countries with limited resources, health care clinics are often scarce. Many people have to travel long distances to access even the most basic health care for themselves and their families.	
2	Transnet Limited, South Africa's biggest state-owned freight transportation and logistics company, saw the need to provide access to basic health care services. In 1993, they provided three coaches to be used as a clinic that travelled across the country offering only eye care to rural communities. On one of her trips on the "Eye Train", Dr Lynette Coetzee, head of Transnet's Social Corporate Investment Department, saw more than 2 000 people waiting for hours to receive glasses. She then decided that what was needed was a fully-fledged hospital train and convinced her boss to invest millions in the Phelophepa project.	5
3	The name Phelophepa is derived from Sesotho and Setswana meaning 'good, clean health'. It began operating as a full-scale mobile primary health care clinic in 1994. Phelophepa is owned and operated by Transnet and brings together many diverse stakeholders from the private and public sectors.	15
4	One of its kind in the world, the Phelophepa Hospital train has 18 coaches and a dedicated staff of passionate professionals. The health care staff includes close to 40 student volunteers preparing for careers in a variety of health-related fields. For two decades now, the train has helped over 5, 5 million people.	20
5	Phelophepa provides facilities to conduct general health, dental and eye checks and to dispense medicines for diagnosed conditions. In addition to these essential health services, individual counselling sessions and group workshops are offered. These workshops help people to cope with mental issues such as stress and depression.	25
6	South Africa's second state-of-the-art clinic on wheels, Phelophepa II, hit the tracks in 2012, equipped with the latest medical and information technology. The second train operates simultaneously with Phelophepa I. With the introduction of Phelophepa II, Transnet has more than doubled the number of people who benefit from the facility. An estimated 375 000 people now receive vital health care annually.	30

9.1 Underline the first sentence in each paragraph.

9.2 Refer to the sentence in paragraph 1:

9.2.1: What is the main idea (subject) of this sentence? Which word indicates this?

9.2.2 Where is there a scarcity of health scarce clinics?

9.2.3 Why is there a scarcity?

9.2.4 What does the writer think about this issue?

9.2.4 Paraphrase this sentence

ANSWERS

Glossary of terms

Task 1

1. d 2. f 3. g 4. h 5. i 6. a 7. j 8. b 9. e 10. c

Task 2

1. d 2. f 3. g 4. i 5. h 6. b 7. a 8. j 9. e 10. c

Activity 5

1. a - conjunctions

2. d – active and passive voice

3. b - concord

4. a – question tags

5. b – noun and pronoun agreement

6. a - modifiers

7. b - modifiers

8. b – degrees of comparison

9. d - capitalization

10 a - punctuation

11. a – use of apostrophes

12. c – commonly confused words

Exercise : Capitalization

1. The people of New Orleans, Louisiana, celebrate the Mardi Gras Festival in February.
2. The main religions in Japan are Buddhism, Shintoism, and Christianity.
3. Last month, I saw Roman Holiday, a movie starring Audrey Hepburn, on television.
4. If you visit San Francisco, you should be sure to see the Golden Gate Bridge.
5. Wits University is just a short distance from O R Tambo International Airport.
6. On our trip to Zambia, we went to Victoria Falls, the Chobe National Park, and Lake Edward museum.
7. Marc's father, Tomas, is from a small town just north of Mexico City.
8. Can you believe it? Joe speaks French, Italian, Spanish, and Korean!
9. In New Zealand, summer comes in January, and winter is in July.
10. She loves to study many subjects, but Business English 101 and poetry are her favourites.

Exercise: Using articles

Last week, I bought _____ a _____ new Walkman. Since I wanted to get _____ a _____ good price, I went to _____ the _____ biggest discount store in town before I made my choice. At first, _____ the _____ personal stereos all seemed good.

Then I found _____ a _____ very small one selling for half price, so I bought it. I use it for studying English and for listening to music on my way to school. I also have _____ some _____ money left over because it was so inexpensive. I'm going to use _____ the _____ money I saved to buy some rock and roll tapes to listen to on my way to school.

Exercise: Concord

1. Sally ate pizza, and Anna ate tuna salad.
2. When you mix red and yellow paint, you get orange.
3. Last year Sung tried to do his best.
4. Tom caught the football and ran to the goal line.
5. Marie knew that it would be a romantic evening with Bill.
6. Last weekend, I went to the movies with some friends.
7. At first, Larry hated to eat sushi, but later he started to like it.
8. Regular exercise is good for your health and helps you lose weight.
9. When parents divorce, it causes problems for their children.
10. In dance club, disco music is not very popular these days; most people prefer techno, rap, and hip hop.

Active and Passive Voice

- | | | |
|----|--------------------|--------------------------------------|
| | S | V |
| 1. | The policeman | stopped the taxi. |
| | S | V |
| 2. | The taxi | knocked a pedestrian. |
| | S | V |
| 3. | A paramedic | attended to the pedestrian. |
| | S | V |
| 4. | An ambulance | took the injured man to hospital. |
| | S | V |
| 5. | The hunter | shot the bird. |
| | S | V |
| 6. | Sam | set the table. |
| | S | V |
| 7. | Lindi | cooked the dinner. |
| | S | V |
| 8. | The stormy weather | damaged the sugar crop on the coast. |

Write the sentences in the passive voice

1. The taxi was stopped by the policeman.
2. A pedestrian was knocked by the taxi.
3. The pedestrian was attended to by a paramedic.
4. The injured man was taken to hospital by an ambulance.
5. The bird was shot by the hunter.
6. The table was set by Sam.
7. The dinner was cooked by Lindi.
8. The sugar crop on the coast was damaged by the stormy weather.

Commonly Confused words

Exercise 1

1. accept
2. than
3. here
4. passed
5. principal

Exercise 2

1. you're
2. sit
3. its
4. lay
5. there their

Apostrophes

Exercise 1

1. everyone's
2. children's
3. its
4. correct
5. poet's
6. Mr Davis'
7. boss's
8. correct

Exercise 2

1. should've
2. Women's
3. what's
4. correct
5. Who's
6. cousin's
7. correct
8. very's

Direct and Indirect Speech

1. Cindy said that he was very busy then.
2. She said that she was going to college.
3. Roger said that Daniel would have to go the following day.
4. Pam says that her father is an Engineer.
5. James asked Mary where she was going.
6. She told us to hurry up.
7. The boy told his friend that he was waiting for him there then.

Question tags

1. b
2. a
3. a
4. c
5. c
6. a

7.7 Answers:

1. Cindy said that he was very busy then.
2. She said that she was going to college.
3. Roger said that Daniel would have to go the following day.
4. Pam says that her father is an Engineer.
5. James asked Mary where she was going.
6. She told us to hurry up.
7. The boy told his friend that he was waiting for him there then.

Activity 8

*On an occasion such as this, we should, perhaps, start from the **beginning**.*

So, let me begin.

*I am **an** African.*

*I owe my being to the hills and the **valleys**, the mountains and the glades, the rivers, the **deserts**, the trees, the flowers, the seas and the ever-changing seasons that define the face of our native land.*

*My body has **frozen** in our frosts and in our latter-day snows. It has thawed in the warmth of our sunshine and melted in the heat of the midday **sun**. The crack and the rumble of the summer thunders, lashed by startling lightning, have been a cause both of trembling and of hope.*

*The fragrances of nature **have** been as pleasant to us as the sight of the wild blooms of the citizens of the veld.*

*The dramatic **shapes** of the Drakensberg, the soil-coloured waters of the Lekoa, iGqili noThukela, and the sands of the Kgalagadi, have all been panels of the set on the natural stage on which we act out the foolish deeds of the theatre of the day.*

*At times, and in fear, I have **wondered** whether I should concede equal citizenship of our country to the leopard and the lion, the **elephant** and the springbok, the hyena, the black mamba and the pestilential mosquito.*

*A human presence among all of these, a feature on the face of our native land thus defined, **I know** that none dare challenge me when I say - I am **an** African!*

*I owe my being to the Khoi and the San whose desolate souls haunt the great expanses of the beautiful Cape - they who fell victim to the most merciless genocide our native land has ever seen, they who were the first to **lose** their lives in the struggle to defend our freedom and independence and they who, as a people, perished in the result.*

Today, as a country, we keep an inaudible and audible silence about these ancestors of the generations that live, fearful to admit the horror of a former deed, seeking to obliterate from our memories a cruel occurrence which, in its remembering, should teach us not and never to be inhuman again.

The adoption by the Constitutional Assembly of The Republic of South Africa Constitution Bill 1996, 8 May 1996 – by Thabo Mbeki

Appendices

Appendix 1

Suggestions for improvement

- (a) The teaching of grammar should be given serious attention. Q5 tests very basic skills which must be taught, practised and studied.
- (b) Basic language skills should be taught on a continuous basis.
- (c) The language aspects in all written, oral, visual and audio texts learners deal with, must be dealt with and practised incessantly.
- (d) While previous question papers could be used to practise the language assessment, they should not become the only source with which to prepare for examinations.
- (e) Texts in which language has been used correctly must be used as model texts.
- (f) Texts with errors should be used to correct the errors, both orally and in writing.
- (g) The CAPS document makes it easy for teachers to go about teaching these skills methodically, according to a list.
- (h) Remedial work after tests and examinations, as well as feedback after homework is essential if skills are to improve.
- (i) Teachers and learners must realise that a thorough grounding in the basics of concord, tense and sentence construction, among other language principles, will not only yield good results in this paper, but also in Paper 2 and Paper 3.

Appendix 2: Further Questions on Language and Editing Skills

Circle the correct answer for each of the questions below.

1. Choose the best conjunction to combine this sentence pair.

We can ask directions. We can use a map.

- a. and
- b. but
- c. or
- d. because

2. The following sentence pair can be revised into one better sentence. Choose the sentence that is the best revision.

The bicycle tyre is flat. The bicycle tyre is on the bike.

- a. The bicycle tyre is on the bike and the bicycle tyre is flat.
- b. The flat bicycle tyre is on the bike.
- c. On the bike, the bicycle tyre there is flat.
- d. The bicycle tyre on the bike is flat.

13. Which of the following sentences uses the active voice?

- a. Several ingredients were used by the chef to make the stew.
- b. The chef used several ingredients to make the stew.
- b. To make the stew, several ingredients were used.
- b. The stew was made by the chef using several ingredients.

14. Which of the following sentences does NOT use passive voice?

- a. He is known by the whole town as the best goalie on the soccer team.
- b. The ball was kicked directly to the striker who then scored a goal.
- c. Samson won the Best Player Award last winter.
- d. The women's netball team was founded five years ago.

15. Identify the correct verb for the blank in the following sentence.
We, the entire student body, including one student who graduated mid-year, _____ the school colours to remain green and black.
- a. wants
 - b. want
16. Identify the correct verb for the blank in the following sentence.
A committee _____ policy in all matters of evaluation.
- a. determines
 - b. determine
17. Identify the correct verb for the blank in the following sentence.
Neither the bus driver nor the passengers _____ the new route.
- a. likes
 - b. like
18. Identify the correct pronoun(s) for the blank in the following sentence.
Anybody can learn to make _____ own website.
- a. his or her
 - b. their
19. Identify the correct pronoun for the blank in the following sentence.
My brother and _____ used to play pool together every day.
- a. I
 - b. me
20. Identify the correct word for the blank in the following sentence.
Theresa made the basket _____.
- a. easy
 - b. easily
21. Identify the correct word for the blank in the following sentence.
That was a _____ good milkshake.
- a. real
 - b. really
22. Identify the sentence that uses capitalization correctly.
- a. On Friday, it was Chinese New Year, so we went to Yien's restaurant to celebrate.
 - b. On friday, it was Chinese new year, so we went to Yien's Restaurant to celebrate.
 - c. On Friday, it was Chinese New Year, so we went to Yien's Restaurant to celebrate.
 - d. On Friday, it was Chinese new year, so we went to Yien's restaurant to celebrate.
23. Which of the following sentences is punctuated correctly?
- a. Have the paychecks arrived yet.
 - b. Have the paychecks arrived yet?
 - b. Have the paychecks arrived yet!
 - b. Have the paychecks, arrived yet?
24. Which of the following sentences is punctuated correctly?
- a. The professor asked, "Has anybody read 'A Good Man Is Hard to Find'?"
 - b. The professor asked "has anybody read 'A Good Man Is Hard to Find'?"
 - c. The professor asked, "Has anybody read "A Good Man Is Hard to Find"?"
 - d. The professor asked, "has anybody read 'A Good Man Is Hard to Find?' "

25. Identify the correct words for the blanks in the following sentence.

- We _____ put on our uniforms, but we still _____ late for the game.
- a. already, maybe
 - b. already, may be
 - c. all ready, maybe
 - d. all ready, may be

Appendix 3

Further notes on Revising the Passive Voice

To turn a passive sentence into an active sentence, the subject of the verb must perform the action. Move the object of the passive sentence so that it appears before the verb and becomes the subject. Eliminate the form of the verb *to be*, and turn the subject of the passive sentence into the object. Imagine that the verb is the middle of a seesaw. The subject of a passive sentence is on the left and the object is on the right. To turn the sentence into an active sentence, they must switch places.

Example of passive construction

The mail was opened by my daughter.

Subject verb object

Switch the places of the subject and object to eliminate the form of “to be.”

Example of active construction

My daughter opened the mail.

Subject verb object

Example of passive construction

Bernie was taught to read by his first grade teacher.

Subject verb object

Example of active construction

His first grade teacher taught Bernie to read.

Subject verb object

Exercise 1

Rewrite the following sentences from the active to the passive voice.

1. A firefly was captured by the boy.

2. The pap was prepared by Dumiso.

3. A memo was delivered to me by the director of marketing.

4. He was ordered to move by his superior.

5. Several novels were read by the book club.

Exercise 2

Rewrite the following sentences from the passive to the active voice.

1. The phone was held by James.

2. The night was filled by the sound of the stray cat's howling.

3. The pilot was asked by the control tower to delay the flight.

4. The surprise party was organized by Bongani's mother.

5. Alex is considered by many to be the best writer in the class.

Appendix 4

Commonly confused words continued

Lead/Led/Lead

Lead is a verb that means to *guide* or *direct*. *Lead* is also a noun that means *front position*. It rhymes with *seed*.

Led is the past tense of the verb *to lead*, meaning *guided* or *directed*. It rhymes with *red*.

Lead is a noun, the name of a metal. *Lead* is also an adjective describing something made out of that metal. It also rhymes with *red*.

Examples

I will *lead* the plumber into the basement to repair the *lead* pipe.

The horse took the *lead* in the race and *led* the pack the rest of the way.

Scent/Sent/Cent

Scent is a noun meaning *odour* or *smell*.

Sent is the past tense of the verb *send*, meaning *dispatched* or *transmitted*.

Cent is a noun meaning the coin worth 1/100th of a rand.

Examples

I *sent* my little brother to the bubble gum machine with one *cent*.

The hound dog picked up the *scent* of the escaped convict.

Exercise 1

Circle the correct word in the brackets below.

1. She (**lead, led**) the way (**through, threw, though**) the woods.

2. Sandile went (**to, too, two**) the shop and asked for (**to, too, two**) loaves of bread.

3. I (**scent, sent, cent**) an e-mail to my good friend.

4. (**Where, wear, were**) can I find a (**quite, quit, quiet**) place to study?

5. The (**scent, sent, cent**) (**lead, led**) the boys to the breakfast table, (**to, too, two**).

The following words look quite a bit alike but have different meanings, depending on whether they are one word or two words.

Maybe/May be

Maybe means *perhaps*. *May be* means *might be*.

Examples

The entire office *may be* moving.

Maybe we will go to the movies tonight.

Everyday/Every day

Everyday means *ordinary* or *unusual*.

Every day means *each day*.

Examples

Pap and vleis has become an *everyday* meal around my house.

We could eat pap and vleis *every day*.

Already/All ready

Already means *as early as this, previously, or by this time*.

All ready means *completely ready* or *totally ready*.

Example

We *already* told the bus driver that we are *all ready*.

Altogether/All together

Altogether means *completely* or *entirely*. *All together* means *at the same time* or *simultaneously*.

Examples

Altogether, the Jazz Band has 14 members.

The dragon boats must start *all together* for the race to be fair.

The following words are sometimes written as one word, but formally should be written as two words.

All right

All right means *completely fine* or *entirely good*.

Alright is informal usage and should be avoided.

Example

The taxi driver shouted to tell us that it was raining heavily but that everything would be *all right*.

A lot

A lot means *very much* or *quite a bit*.

Alot is a commonly misspelled version of the words *a lot*.

Allot is a verb meaning to *portion out*.

Examples

We planned to have many guests and made *a lot* of food.

The waiter made sure to *allot* an equal amount of cake to each guest.

Exercise 2

Circle the correct word in the brackets below.

1. We (**already, all ready**) bought the tickets for the concert.
2. I twisted my ankle but the next morning it felt (**all right, alright**).
3. We (**may be, maybe**) late for the meeting.
4. The choir sang (**all together, altogether**) and it sounded great.
5. I have (**a lot, alot, allot**) of blue shirts.

More Confusing Words

Agree to/with

You *agree to* something, such as a plan.

You *agree with* someone else, or something, i.e., chili does not *agree with* you.

Example

I *agree to* sing in the choir, but I *agree with* you that the songs could be better.

Between/among

Between refers to the joining or separation of two people or things.

Among refers to a group of three or more.

Example

Between you and me, it is hard to decide which is my favourite *among* apples, oranges, and peaches.

Angry at/with

You are *angry at* a thing. You are *angry with* a person.

Example

I was *angry with* her for being *angry at* her dog.

Beside/besides

Beside means *next to*. *Besides* means *in addition to*.

Examples

Songezo stood *beside* the table.

Besides flexibility, yoga requires discipline.

Borrow/lend

You *borrow from* someone. You *lend to* someone.

Example

If you let me *borrow* a T-shirt, I can *lend* you my jacket.

Bring/take

Bring means *move toward some person or place*.

Take means *move away from some person or place*.

Examples

Can I *bring* this lost puppy home?

I promise I will *take* him to the doctor when he is sick.

Can/may

Can means *able to do something*. *May* is used to ask or grant permission. It also expresses the probability of something happening.

Examples

May I have a cup of coffee?

I *can* see the end of the tunnel.

Disinterested/uninterested

Disinterested means *neutral* or *unbiased by personal gain*.

Uninterested means *having no interest*.

Examples

The referee should be *disinterested* in the outcome of the match.

Howard was *uninterested* in any of the movies showing at the theatre.

Imply/infer

Speakers or writers *imply* something. Readers, listeners, or observers *infer* something on the basis of what is heard.

Examples

The poet *implied* that giraffes look like lighthouses.

Based on what you said, I can *infer* that you disagree with the main idea.

Stayed/stood

Stayed is the past tense of the verb *to stay* which means *to remain* or *reside*. *Stood* is the past tense of the verb *to stand* meaning *to be in an upright position*.

Examples

We *stayed* in the hotel for three nights.

Jordan *stood* in line while we used the bathroom.

Appendix 5

General Spelling Rules

The English language combines words from many different languages, and they do not always look the way they sound. When you learn a new word, concentrate not only on what it means, but how to spell it. There are also many rules to help you spell, and almost as many exceptions. Knowing the rules will help you when you write a word that you are not sure how to spell.

ie vs. ei

The Rule

When the *ie* combination sounds like long *e* (*ee*), the rule is: *i* before *e* except after *c*.

Examples

belief fierce cashier fiend wield yield series chief achieve niece hygiene relieve

Exceptions

The *ie* combination comes after *c* when it sounds like *sh* or *sy*.

Examples

deficient	conscience	omniscient	ancient	society	science
-----------	------------	------------	---------	---------	---------

The examples above come from the Greek root *scient*, which means knowing. *Science* means knowing.

The Rule

When the combination of *e* and *i* sounds like *ay*, the rule is: *e* before *i*.

Examples

neighbour	weigh	eight	feint	freight	reign	sleigh
surveillance	veil	vein	weight	skein		

Exceptions

Sometimes the combination of *e* and *i* sounds like *ee*.

Examples

weird	seizure	sheik	leisure	seize
-------	---------	-------	---------	-------

Sometimes the combination of *e* and *i* sounds like long *i*.

Examples

height	sleight	stein	seismology
--------	---------	-------	------------

Sometimes the combination of *e* and *i* sounds like short *e*.

Examples

their	heifer	foreign	forfeit
-------	--------	---------	---------

Exercise 1

Select the correctly spelled word in each of the following sentences.

1. He did not know his exact (**hieght, height**).
2. The CD player was faulty, so the songs sounded (**wierd, weird**).
3. The dentist told the girls about dental (**hygeine, hygiene**).
4. I did not mean to (**deceive, decieve**) you.

Vowel Combinations

The Rule

When two vowels are together, the first one is usually long and the second one is silent.

Examples

caffeine	paisley	abstain	acquaint	juice	nuisance
buoy	reach	cheapen	conceal		

Exceptions

Sometimes the pair *ai* makes an *uh* sound.

Examples

Porcelain	fountain	villain	curtain	certain
captain	chieftain	Britain		

Sometimes you pronounce both parts of the vowel pair *ia*.

Examples

alleviate	familiar	genial	congenial	menial
guardian	civilian	brilliant		

Sometimes *ia* are combined with *t* or *c* to make a *sh* sound.

Examples

Glacial	beneficial	martial	commercial	artificial
---------	------------	---------	------------	------------

Silent Vowels

English makes several vowels silent, but there is no general rule for silent vowels. For example, sometimes a silent *e* on the end of a word makes the vowel before it long, sometimes not. The best way to approach these oddly spelled words is to become familiar with them by sight.

Examples

carriage	marriage	every	chocolate	miniature	parliament
privilege	sophomore	boundary	towel	vowel	bowel

Exercise 2

Select the correctly spelled word in each of the following sentences.

1. The (**captain, captian**) sounded the alarm.
2. Pleased to make your (**acquiantance, acquaintance**).
3. Jill is a (**sophomore, sophmore**) in college.
4. The hotel bathroom had a (**porcelan, porcelain**) sink.

Consonants

In addition to silent vowels, the English language uses silent consonants. Like silent vowels, silent consonants do not follow a general rule. The best way to learn these words is by sight, just like with silent vowels.

Examples

answer	autumn	calm	debt	ghost	gnarled
gnaw	indict	kneel	knight	know	knowledge
often	subtle	blight	pseudonym	write	through
psychology	rhetorical	thorough			

Doubling Consonants

Consonants are usually doubled when adding an ending, or *suffix*, to a word.

Rule #1

When the suffix begins with a vowel (such as *-ed*, *-ing*, *-ance*, *-ence*, or *-ant*) and the word ends with one vowel and one consonant, double the last consonant.

Examples

Cut becomes *cutter* or *cutting*.

Slip becomes *slipping* or *slipped*.

Quit becomes *quitter* or *quitting*.

Rule #2

When the final consonant of the word is accented and there is only one consonant in the last syllable, double the final consonant.

Examples

Commit becomes *committing* or *committed*.

Defer becomes *deferring* or *deferred*.

Prefer becomes *preferring* or *preferred*.

Rule #3

When the suffix begins with a consonant, keep the final *n* when adding *-ness* and keep the final *l* when adding *-ly*.

Examples

Mean becomes *meanness*.

Lean becomes *leanness*.

Legal becomes *legally*.

Formal becomes *formally*.

The Exceptions

There are only a few exceptions to the above rules.

Below are just a few examples.

Examples

Draw becomes *drawing*.

Bus becomes *buses*.

Chagrin becomes *chagrined*.

C and G

The letters *c* and *g* can be either soft or hard. A hard *c* sounds like *k*, a soft *c* sounds like *s*. A hard *g* sounds like the *g* in *girl*, a soft *g* sounds like *j*.

The Rule

The letters *c* and *g* are soft when followed by *e*, *i*, or *y*. Otherwise, they are hard.

Examples

SOFT SOUNDS

circus	cycle	cell	circle	cyclone	central	giant
gyrate	genius	gypsy	gentle	gymnastics		

HARD SOUNDS

case	cousin	corporate	couple	click	crop
go	gab	gobble	glue	grimy	gout

The Exceptions

When a word ends in hard *c*, add a *k* before a suffix that begins in *-e*, *-i*, or *-y*.

Examples

Traffic becomes *trafficking*

Mimic becomes *mimicking*

The Exceptions to the Exception

Very few words keep the soft *c* sound when a suffix beginning with *i* is used.

plasticity elasticity

Exercise 3

1. He gave me a (**suttle, subtle**) hint about my gift.
2. Sharon was not guilty of (**committing, committing**) the crime.
3. When the subway suddenly stopped, some people began (**panicing, panicking**).
4. The contract was (**legally, legaly**) binding.

Final E

Rule #1

Drop the final *e* when adding a suffix that begins with a vowel, such as *-ing*, *-able*, *-ous*, or *-ity*.

Examples

Surprise becomes *surprising*.

Leave becomes *leaving*.

Desire becomes *desirable*.

Erase becomes *erasable*.

Grieve becomes *grievous*.

Desire becomes *desirous*.

Opportune becomes *opportunity*.

Scarce becomes *scarcity*.

The Exceptions

Keep the final *e* after a soft *c* or soft *g* to keep the soft sound.

Examples

Peace *becomes* peaceable.

Advantage *becomes* advantageous.

Outrage *becomes* outrageous.

Keep the final *e* when the pronunciation of the word would be changed if you dropped the *e*.

Examples

Guarantee becomes *guaranteeing*.

Snowshoe becomes *snowshoeing*.

Rule #2

Keep the final *e* before endings that begin with consonants, such as *-ment*, *-ness*, *-less*, and *-ful*.

Examples

advertisement	enforcement	amusement	politeness	fierceness
appropriateness	wireless	tireless	blameless	disgraceful
tasteful	peaceful			

The Exceptions

Drop the final *e* when it comes after the letters *u* or *w*.

Examples

argue becomes *argument*

true becomes *truly*

awe becomes *awful*

Final Y

When adding a suffix, a final *y* is sometimes changed to an *i*.

Rule #1

When you add a suffix to a word ending in *y*, keep the *y* if it follows a vowel.

Examples

attorneys	chimneys	monkeys	keys	stayed	delayed	played
relayed	playing	relaying	staying	saying	annoyance	
conveyance	employable	playable				

The Exceptions

Examples

say becomes said
money becomes monies
day becomes daily

Rule #2

When you add a suffix to a word ending in *y*, change the *y* to an *i* if it follows a consonant.

Examples

Mercy becomes *merciful*.

Pity becomes *pitiful*.

Beauty becomes *beautiful*.

Busy becomes *business*.
Crazy becomes *craziness*.
Lazy becomes *laziness*.
Angry becomes *angrily*.
Busy becomes *busily*.
Healthy becomes *healthily*.
Salary becomes *salaries*.
Busy becomes *busies*.
Flurry becomes *flurries*.

The Exceptions

When you add *-ing*, keep the final *y*.

Examples

Copy becomes *copying*.
Busy becomes *busying*.
Study becomes *studying*.

-able and -ible

-able Rule #1

If a root word takes the *-ation* suffix, it usually takes *-able*.

Examples

demonstration–demonstrable
imagination–imaginable
application–applicable

-able Rule #2

If a root word is a complete word by itself, it usually takes *-able*.

Examples

drink–drinkable
read–readable
search–searchable
bear–bearable

-able Rule #3

If a word ends in hard *c* or *g*, it uses the suffix *-able*.

Examples

despicable navigable applicable

-ible Rule #1

If a word ends in soft *c* or *g*, it takes *-ible*.

Example

forcible	invincible	legible	incorrigible
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-ible Rule #2

If a word ends in *-ss*, it usually takes *-ible*.

Examples

repress–repressible	access–accessible
permiss–permissible	dismiss–dismissible

-ible Rule #3

If a root word is not a whole word, it usually takes *-ible*.

Example

responsible

-ible Rule #4

If a word takes the *-ion* suffix, it usually takes *-ible*.

Examples

collection–collectible
vision–visible
division–divisible

Exception

Predict–prediction becomes *predictable*.

-ary and -ery

The Rule

The rule is that only two common words end in *-ery*: *cemetery* and *stationery* (as in “paper and envelopes for letter-writing”). The rest take *-ary*.

Examples

stationary (as in “unmoving”)	dictionary	military	library
secretary	vocabulary	solitary	secondary
voluntary			

-al and -el

The Rule

The rule here is that most words use *-al*. Unfortunately, there is no real rule. These words call for sight memorizing.

Examples of -al words

Choral	dismissal	legal	literal	tribal	personal	several
Neutral	moral	magical	lyrical	festival		

Examples of -el words

kennel	jewel	tunnel	travel	shovel	panel	cruel
towel	channel	hovel	cancel	model		

Prefixes

The Rule

Usually, when you add a prefix to a root word, the spelling of neither the root nor the prefix changes.

Examples

misinformed	unprepared	disillusioned	infrequent	illegitimate
misspelled	unnerved	dissatisfied		

Exercise 4

Select the correctly spelled word in each of the following sentences.

1. She became the (**Secretary**, **Secretary**) of State.
2. The (**desirable**, **desireable**) parking spot is next to the entrance.
3. The lost dog looked so (**pitiful**, **pityful**).
4. Laura was (**responsible**, **responsable**) for the entire project.

Whether it is capitalization or spelling, there are rules to learn and to follow. Unfortunately, there are many exceptions to the rules. As you work to improve your writing, and continue to proofread, revise, and edit, learn to recognize the words that need capitalization and memorize the correct spellings by sight.

Appendix 6

Using Commas

When edit your writing, it is important to mark the places where commas separate words, thoughts, phrases, clauses, dates, addresses, or items in a series. When you see a comma, it indicates that you should pause before continuing to read. Commas can be overused, so it is essential to know where to place them.

Introductory Words

A comma separates an introductory word from the rest of the sentence.

Example

Sadly, the summer ended.

Example

Surprised, my father spoke with a shaky voice.

Words such as *yes*, *no*, *well*, *why*, and *oh* are also followed by a comma when they begin a sentence.

This usage is typical of the way we speak and of written dialogue. However, writers do not often use it in academic or business writing.

Example

No, I can't go to the movie.

Example

Well, I want to see the show.

Introductory Clauses

Another form that is set off by a comma is the clause. Introductory clauses are always *dependent* clauses because they are not a complete sentence without the rest of the sentence.

Example

When I fell down, I twisted my ankle.

Example

Although the beach was far away, we arrived before dark.

Example

Walking to school, I stepped in a puddle.

Example

Looking at his face in the mirror, Jim saw a wrinkle.

Example

Happily surrounded by friends, Henry left the restaurant.

Note that if the two sentence parts were reversed, you no longer use a comma.

Example

I twisted my ankle when I fell down.

Example

We arrived before dark although the beach was far away.

Exercise 1

Rewrite the following sentences and add commas in the correct places.

1. No I did not know that.

2. Hoping for the best we drove further from the highway.

3. When we visited St. Louis we saw the famous arch.

4. Shocked she brought her hand up to her mouth.

5. I rewound the tape, before we returned it to the store.

Adjectives

Commas separate two or more adjectives preceding a noun.

Example

It was a cold, snowy day.

Example

I slept in a big, tall, comfortable feather bed.

Commas do not follow all the adjectives in a series. Commas are not used to separate adjectives that are thought of as part of the noun, such as *feather bed* in the example above.

To determine if a comma is necessary, place *and* between the adjectives. If the sentence still reads well, use a comma. If it is awkward or unclear, do not use a comma.

Example

The salesperson was a friendly, talkative, well-dressed man.

The salesperson was a friendly *and* talkative *and* well-dressed man.

Example

My ideal vacation destination is a warm, deserted, sandy beach with my sweetheart.

My ideal vacation destination is a warm *and* deserted *and* sandy beach with my sweetheart.

When revising sentences, changing the order of adjectives in a sentence can change whether a comma is needed. Be sure to use the test above each time you proofread.

Parenthetical Expressions

Parenthetical comes from the word *parentheses*,

those handy punctuation marks that separate statements used to explain or qualify a statement. In place of parentheses, you can use commas to set off such parenthetical expressions as *in fact*, *I believe*, *on the other hand*, *indeed*, *as a matter of fact*, *moreover*, *however*, and *consequently*.

Example

My bicycle, on the other hand, never uses gas.

Example

The petroleum-producing countries, consequently, began refining more oil.

Contrasting Elements

When a sentence contains two ideas that contrast, separating the ideas with a comma makes it easier for the reader to understand. A conjunction such as *but* or *then* is often used, but not always.

Example

The bus arrived on time, but we were still late.

Example

The soap box derby cars ran quickly at the beginning of the race, slowly at the end.

Example

We saw the house where Diego Rivera was born, not his studio.

Direct Address

Whenever the name of a person being addressed is included in a sentence, it should be set apart by commas.

Example

Do you know, Kathy, where the canned tomatoes are?

Example

Sarah, please take care of the plants while I am gone.

Occasionally, the person being addressed is not named, but identified in another way.

Example

I promise you, my friend, the tour is well worth the wait.

Exclamations

Mild exclamations are also set apart by commas.

Example

Gee, the radio was turned off when we left.

Example

Man, that movie was way too long.

Exercise 2

Rewrite the following sentences and add commas where necessary. If the sentence is correct as it appears, write *correct*.

1. By the end however the crowd was on their feet.

2. Gosh the hill looks steeper now that I am standing at the top.

3. You cover their point guard Norm and Hal you post up in the key.

4. We expected to play for an hour not ten minutes.

Appendix 7: Comprehension

US TEEN BRINGS SUNSHINE TO SOUTH AFRICA

- 1 A South African novel inspired a 13-year-old American to raise R656 000 to buy 560 wheelchairs for disabled people in Durban, Johannesburg and Cape Town. Young Harrison Hochman admits he knew "very little" about South Africa – until he read Beverly Naidoo's 80-page book, *Journey to Jo'burg: A South African Story*. 5
- 2 "I learned about the hardship, poverty and obstacles faced by many in South Africa. The book really moved me and opened my eyes to a world that I had not experienced in Southern California," he said.
- 3 The book, which was published in 1999, is about a 13-year-old girl, Naledi, and her younger brother, Tiro, who leave their village and walk 300 kilometres to Johannesburg to find their mother after their baby sister, Dineo, becomes ill. 10
- 4 Harrison lives in a different world from Naledi's: he attends the elite Brentwood School in Los Angeles, and lives in Brentwood, which is full of mansions owned by celebrities such as actors Jim Carrey, Harrison Ford and Antonio Banderas. But the teenager was so moved by the book that he spent six months raising money for his project. He knocked on the doors of his wealthy neighbours and quickly raised about R328 000. In an e-mail interview Harrison said he had collected money from some celebrities, but refused to name them. He simply said: "People were extraordinarily generous and I was able to raise all the money." 15
20
- 5 He said his parents and their friends were so impressed that they doubled his cash to R656 000. Then Harrison roped in the Rotary Wheelchair Foundation and the American Wheelchair Mission to help buy the wheelchairs at discount prices and organise freight containers to ship the consignment to South Africa. According to the Wheelchair Mission, the chairs, which sell for about R4 100 each, were bought in bulk for about R1 230 each. 25
- 6 Harrison and his parents, lawyers Nathan and Valerie, his brother, Tyler, and sister, Brynn, personally delivered the wheelchairs to some of the lucky and overwhelmed beneficiaries around South Africa. Their journey took in the townships of Empangeni in KwaZulu-Natal and Khayelitsha in the Western Cape. "When I presented the people with the wheelchairs, it made me want to do more for them," said Harrison. "I realised that the experience of helping people actually makes my life better and more meaningful." 30
- 7 Harrison's father said he and his wife were "blessed to have a child who really understands, at a young age, that he has an obligation and responsibility to care for others". 35

- 8 Cape Town Rotarian, Rodney Mazinter, who accompanied the Hochmans around South Africa, said: "To see the joy on the faces of the recipients was so heart-warming." Most had been forced to remain in bed "and had not seen sunshine in months," he said. The Jewish Care Cape charity described Harrison's feat as "unbelievable". Director Philip Todres said: "You are talking about giving people mobility; what better gift could there be for them?" American Wheelchair Mission director, Chris Lewis, the son of legendary US entertainer Jerry Lewis, said he was amazed by Harrison. "He wanted everyone to understand that a young person can change people's lives too if they try. Our world would benefit greatly from more young people thinking the way Harrison does."
- 9 One of the recipients who made an impression on Harrison was a 19-year-old from Empangeni whom the American did not name. "He only spoke two words to me, 'Hallelujah' and 'Yay'. He had a huge smile on his face," Harrison said.

[Adapted from *Sunday Times*, 30 September 2012]

QUESTION 5: LANGUAGE AND EDITING SKILLS

- 5.1 Read the passage (TEXT F) below, which has some deliberate errors, and answer the set questions.

TEXT F**SUGAR GETS A CANING**

- 1 The amount of hidden sugar in processed food are slowly killing us. This is according to *Fed Up*, an American documentary which is narrated by award-winning journalist Katie Couric. This documentary compares the US food industry to the tobacco industry and suggests that it preys on consumers.
- 2 Academics and health experts argue that it is not only consumers fault that they are overweight. Some blame has to be allocated to food producers and the easy access to addictive foods. 5
- 3 Professor Robert Lustig of the University of California proposes that sugar is addictive – and most processed foods are full of it. Americans' actual sugar intake of 41 teaspoons a day far exceeds the recommended five teaspoons. Consumers do not realise that corn syrup, maltose and dextrose are other names for sugar. 10
- 4 Lustig blames refined and processed foods for heart attacks, obesity, strokes, cancers and, of coarse, diabetes.
- 5 The film works to discredit the idea that one could just outrun a bad diet. It claims that food with sugar is still harmful for you, no matter how much you exercise. 15

[Adapted from *The Times*, 24 October 2014]

- 5.1.1 Correct the SINGLE error in each of the following sentences. Write down ONLY the question numbers (5.1.1(a)–(d)) and the words you have corrected.
- (a) The amount of hidden sugar in processed food are slowly killing us. (1)
- (b) Academics and health experts argue that it is not only consumers fault that they are overweight. (1)
- (c) Some blame has to be allocated to food producers and the easy access to addictive foods. (1)
- (d) Lustig blames refined and processed foods for heart attacks, obesity, strokes, cancers and, of coarse, diabetes. (1)

Memo Nov 2015 Question 5: Language and Editing Skills

- 5.1 5.1.1 (a) is (1)
(b) consumers' (1)
(c) allocated (1)
(d) (of) course (1)
- 5.1.2 (a) It is a title /name of a documentary/film/TV programme. (1)
(b) Adjective (1)
- 5.1.3 Accept a suitable response e.g. (1)
The family prays every Sunday.

They received much praise for their achievements.
- NOTE:** Award ONE mark for the correct homophone and ONE mark for the correct sentence construction. (2)
- 5.1.4 Unprocessed (1)
- 5.1.5 He said (that) when he ate a bowl of cornflakes, it was like eating a bowl of sugar.

NOTE: Award ONE mark for each of the underlined changes and ONE mark for removing the comma, removing the quotation marks and inserting the final full stop as well as the correct use of capital and small letters throughout. (4)
- 5.1.6 poor/unhealthy/deficient/unbalanced (1)
- 5.2 5.2.1 (a) non-governmental (1)
(b) happiest (1)
were (1)
(c) (1)

- 5.2.2 C/world wide web (1)
- 5.2.3 A message of hope is sent to families by
Make-A-Wish International.
Families are sent a message of hope by Make-A-Wish
International. (1)
- 5.2.4 Make-A-Wish International is creating hope and happiness. (1)