

# Study & Master

Support Pack | Grade 12

CAPS

# English

## Grammar and Vocabulary

This support pack for the **English FAL Grade 12 CAPS Curriculum** provides a valuable summary of key grammar and vocabulary concepts, with revision activities. All activities have answers provided. Learners can work through the material individually at home, or it can form the basis of a catch-up class or online lesson. The pack consists of 13 sections – refer to the contents page for details. You have permission to print or photocopy this document or distribute it electronically via email or WhatsApp.

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# Nouns

Nouns are naming words. A noun names a thing, a place, a feeling or a person.

There are two main groups of nouns: concrete nouns and abstract nouns.

## Concrete nouns

Concrete nouns name things we can experience through our five senses. They are things we can see, hear, smell, taste and touch. The following nouns are concrete nouns:

### Common nouns

Common nouns are the names of general, non specific things, places, feelings or people. They don't have capital letters unless they are at the beginning of a sentence.

**Examples:** boy, horse, school, tree, chair

### Proper nouns

Proper nouns are special names for particular people, places and brands. They start with a capital letter.

**Examples:** Thandi, South Africa, Vaal River, Vodacom

1. Identify whether the following nouns are common nouns or proper nouns:  
girl, town, Thando, Gauteng, dog, bush, Main Road, Eskom, goat, Shoprite

## Countable nouns

Countable name things we can count. They have a singular and plural form.

Regular nouns follow rules to form their plural. Most nouns just need an -s to become plural. The other rules for regular nouns are listed in the table below.

If a singular noun ends in:	To make a plural noun:	Examples
s sh ch	add <b>es</b>	princess – princess <b>es</b> crash – crash <b>es</b> beach – beach <b>es</b>
f	change the <b>f</b> to <b>ves</b>	loaf – loaf <b>ves</b>
y	change the <b>y</b> to <b>ies</b> if there is a consonant before the <b>y</b>	sky – sk <b>ies</b> donkey – donkey <b>s</b>

2. Write the plural noun for the following singular nouns:  
car, ball, dress, lunch, knife, wife, sash, lady, baby, fly

Irregular nouns do not follow rules. You need to learn the plurals of these nouns. **Examples:**

Singular noun	Plural noun
person	people
man	men
woman	women
child	children
ox	oxen
tooth	teeth
foot	feet
mouse	mice
medium	media
phenomenon	phenomena
sheep	sheep
fish	fish (or fishes)

3. Write the plural noun for the following irregular nouns:  
goose, gentleman, larva curriculum, syllabus, index, crisis, tuna, oasis, trout

### Uncountable nouns

Uncountable nouns name things we cannot count. They don't have plurals. **Examples:**

- Please pass the **water**.
- I don't believe in **love**.
- She hates **milk**.

4. Identify whether the following nouns are countable nouns or uncountable nouns: eggs, money, salt, letters, sugar, bananas, shoes, sand, taxis, flour

### Collective nouns

Collective nouns refer to a group of things. **Examples:**

a <b>crowd</b> of people	a <b>herd</b> of antelope
a <b>packet</b> of chips	a <b>pride</b> of lions
a <b>bunch</b> of grapes	a <b>troop</b> of monkeys
a <b>fleet</b> of cars	a <b>flock</b> of birds
a <b>range</b> of options	a <b>school</b> of fish

5. Fill in the missing collective nouns: **a)** a \_\_\_ of flowers; **b)** a \_\_\_ of dolphins; **c)** a \_\_\_ of players; **d)** a \_\_\_ of teachers; **e)** a \_\_\_ of furniture; **f)** a \_\_\_ of thieves; **g)** a \_\_\_ of books; **h)** a \_\_\_ of paintings

# Abstract nouns

Abstract nouns are names given to feelings, qualities or states. You cannot see or touch abstract nouns.

**Examples:**

- We fought for **freedom**.
- **Patience** is a gift.

Other examples of abstract nouns are happiness, luxury, love, equality, justice.

6. Identify the abstract nouns in the following list: independence, city, tank, greed, joy, gratitude, baby, honesty, computer, eagle

# Possessive forms of nouns

You use an apostrophe and an 's' at the end of a noun to show that someone owns something.

**Examples:**

- Thandi's book
- The man's book

Here are some more rules about possessive forms of nouns:

- If the person's name ends in 's', add an apostrophe and another 's'. **Examples:**
  - Fergus's desk
  - James's sister
- If the word is plural, and already ends in 's', then just add an apostrophe. The rule is that you can only add one 's' to a word. **Examples:**
  - the girls' brushes
  - the boys' suitcases
- For irregular plural nouns, such as 'women' and 'mice', you place the apostrophe before the 's' as the word is already in plural form. **Examples:**
  - The women's homes
  - Some mice's tails are as long as their bodies.

7. Rewrite the following using the possessive form of the noun: the shoes belong to Lucas; the ladies own the salon; the books belong to the children; the jeans belong to Alex; the cries of the babies; the church of St Thomas; the college of St James; the humming of bees; the choir of angels; the tails of the oxen

# Pronouns

## Personal pronouns

Pronouns replace nouns. There are subject pronouns and object pronouns. **Examples:**

Subject pronouns	Object pronouns
I	me
you	you
he/she/it	him/her/it
we	us
you	you
they	them

subject   verb   object



**Thandi** helped **Emily**.

subject   verb   object



**She** helped **her**.

8. Replace the underlined noun with the correct personal pronoun.
- Sindiswa gave Thabo some water.
  - The teachers spoke to the learners.
  - The volunteers helped our community.
  - The donkey has a broken leg.
  - Please save the food for my sisters and me.

## Possessive pronouns

Possessive pronouns show who owns something. **Examples:**

- That pencil is **mine**.
- This pen is **yours**.

Here is a list of all the possessive pronouns: mine, yours, his, hers, its, ours, theirs

9. Fill in the correct possessive pronoun.
- The dress belongs to me. It is \_\_\_\_.
  - The family owns the business. It is \_\_\_\_.
  - The phone is Lihle's. It is \_\_\_\_.
  - The water tank is for us. It is \_\_\_\_.

## Reflexive pronouns

If a pronoun refers back to the subject of a sentence, it is called a reflexive pronoun. **Examples:**

- I cut **myself**.
- What did you do to **yourself**?
- He made **himself** some tea.
- She made **herself** a list.

Here is a list of all the reflexive pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

**10.** Fill in the correct reflexive pronoun.

- a) She hurt \_\_\_\_.
- b) We cooked \_\_\_\_ a meal.
- c) He gave \_\_\_\_ a shock.
- d) They bought \_\_\_\_ a new TV.
- e) I prepared \_\_\_\_ for the news.

## Answers

1. **Common nouns:** girl, town, dog, bush, goat  
**Proper nouns:** Thando, Gauteng, Main Road, Eskom, Shoprite
2. cars, balls, dresses, lunches, knives, wives, sashes, ladies, babies, flies
3. geese, gentlemen, larvae, curricula, syllabi, indices, crises, tuna, oases, trout
4. **Countable nouns:** eggs, letters, bananas, shoes, taxis  
**Uncountable nouns:** money, salt, sugar, sand, flour
5. **a)** a **bouquet** of flowers; **b)** a **pod** of dolphins; **c)** a **team** of players; **d)** a **staff** of teachers;  
**e)** a **suite** of furniture; **f)** a **band** of thieves; **g)** a **library** of books; **h)** a **collection** of paintings
6. independence, greed, joy, gratitude, honesty
7. **a)** Lucas' shoes  
**b)** the ladies' salon  
**c)** the children's books  
**d)** Thandi's jeans  
**e)** the babies' cries  
**f)** St Thomas church  
**g)** St James college  
**h)** the bees' humming  
**i)** our school's choir  
**j)** the oxen's tails
8. **a)** **She** gave **him** some water.  
**b)** **They** spoke to **them**.  
**c)** **They** helped **us**.  
**d)** **It** has a broken leg.  
**e)** Please save **it** for **us**.
9. **a)** mine  
**b)** theirs  
**c)** his  
**d)** ours
10. **a)** herself  
**b)** ourselves  
**c)** himself  
**d)** themselves  
**e)** myself



# Adjectives

Adjectives tell you more about nouns or pronouns. They can give you information about, for example, quantity, colour, shape, size, age or texture. **Examples:**

quantity



**ten** oranges

colour



**white** sheets

shape



**round** stones

size



**large** buildings

age



**elderly** people

texture



**rough** fabric

1. Complete the sentence with the correct adjective. Write down only one word.
  - a) The driver stopped obediently at the \_\_\_\_\_ traffic light.
  - b) He wears his \_\_\_ jacket on cold days.
  - c) The family shares one \_\_\_ bedroom.
  - d) They discovered ruins from \_\_\_ times.
  - e) A cell phone has a \_\_\_ shape.

## Adjectives of comparison

You can use adjectives to compare things.

Comparative adjectives compare two nouns or pronouns. Superlative adjectives compare three or more nouns or pronouns.

Short regular adjectives follow a pattern when we change them to comparative or superlative adjectives.

- For comparative adjectives, add 'er'.
- For superlative adjectives, add 'est'.

**Examples:**

Adjective	Comparative form	Superlative form
bright	bright <b>er</b>	bright <b>est</b>
large	larg <b>er</b>	larg <b>est</b>
long	long <b>er</b>	long <b>est</b>
slow	slow <b>er</b>	slow <b>est</b>
thin	thin <b>ner</b>	thin <b>nest</b>
funky	funk <b>ier</b>	funk <b>iest</b>
happy	happ <b>ier</b>	happ <b>iest</b>

If the adjective is a long word, add the word 'more' or 'most' or 'less' or 'least'. **Examples:**

Adjective	Comparative form	Superlative form
comfortable	more comfortable	most comfortable
beautiful	more beautiful	most beautiful
appealing	more appealing	most appealing
careful	less careful	least careful
difficult	less difficult	least difficult
important	more important	most important

Irregular adjectives don't follow the rules. **Examples:**

Adjective	Comparative form	Superlative form
good	better	best
bad	worse	worst
far	further	furthest
little	less	least

2. Rewrite the sentences using the correct form of the adjectives in brackets.
- That was the (interesting) book I have ever read.
  - She was the (good) examination candidate.
  - His (great) challenge is to manage his time effectively.
  - You must use (polite) language in a formal letter than in an informal one.
  - The board will decide who is the (suitable) applicant from the shortlist.

## Participles acting as adjectives

Sometimes participles can be used as adjectives. **Examples:**

present participle acting as adjective

the **running** boy

past participle acting as adjective

the **injured** boy

3. Rewrite the following sentences in a grammatically correct way.
- The bang door is irritating me.
  - The howl wind frightened her.
  - The police recovered the vehicle that was stolen.
4. Rewrite the underlined words as a phrase containing an article, an adjective and a noun.
- The wallet that was stolen was found by the police.
  - The child that was lost was returned to his parents.
  - The house that was destroyed has been rebuilt.

# Compound adjectives

Compound adjectives are made up of two or more words that describe a noun or pronoun.

Compound adjectives before a noun are usually hyphenated, except when the first word is an adverb that ends in an 'ly'. **Examples:**

- **well-known** person
- **beautifully decorated** room

5. Identify the compound adjective in each sentence. Then add a hyphen, if necessary.
- a) We bought a seven seater vehicle.
  - b) Free range eggs are more expensive than other ones.
  - c) She followed a widely used procedure.
  - d) I was not involved in the decision making process.
  - e) He wrote a carefully worded letter to the press.

# Demonstrative adjectives

Demonstrative adjectives are used to describe a noun so that we know which specific person, place or thing is mentioned. **Examples:**

- **This** shirt is clean.
- **That** house is old.
- **These** socks are mine.
- **Those** children are noisy.

**Note:** demonstrative adjectives must not be confused with demonstrative pronouns, which do not come before a noun and are used to identify someone or something. **Examples:**

demonstrative pronoun

|  
**This** is my home.

demonstrative adjective

|  
**This** home is mine.

6. Choose the best demonstrative adjectives to complete each sentence.
- a) \_\_\_ chair over here is more comfortable than \_\_\_ one over there.
  - b) \_\_\_ neighbours on this side of the road are friendlier than \_\_\_ neighbours over the road.

# Possessive adjectives

Possessive adjectives are used to describe who or what a noun belongs to.

Possessive adjectives are: my, our, your, his, her, its, their. **Examples:**

- **My** house is smaller than your house.
- **His** bicycle got a puncture last week.
- **Their** grandfather passed away recently.

**Remember:** A possessive adjective must not be confused with a possessive pronoun, which replaces a possessive adjective + noun to avoid repetition. **Examples:**

possessive adjectives  
|                      |  
This book is **my book**, not **your book**.

possessive pronouns  
|                      |  
This book is **mine**, not **yours**.

7. Identify whether the word in bold is a possessive adjective or not.
- Their** dog barks a lot.
  - The bag is **his**.
  - Your** bed is warm.
  - They donated books to **our** school.
  - It is not **mine**. It is **hers**.

## Answers

1.
  - a) red
  - b) warm
  - c) small
  - d) ancient
  - e) rectangular
2.
  - a) most interesting
  - b) best
  - c) greatest
  - d) more polite
  - e) most suitable
3.
  - a) The banging door is irritating me.
  - b) The howling wind frightened her.
  - c) The police recovered the stolen vehicle.
4.
  - a) The stolen wallet
  - b) The lost child
  - c) The destroyed house
5.
  - a) seven-seater
  - b) free-range
  - c) widely used
  - d) decision-making
  - e) carefully worded
6.
  - a) **This** chair over here is more comfortable than **that** one over there.
  - b) **These** neighbours on this side of the road are friendlier than **those** neighbours over the road.
7.
  - a) yes
  - b) no (possessive noun)
  - c) yes
  - d) yes
  - e) no (possessive noun)

# Verbs

Verbs show actions or states of being. **Examples:**

- Thandi **helped** Emily. (action)
- They **are swimming** in the pool. (action)
- I **was** furious. (state of being)

## Auxiliary verbs

An auxiliary verb is a helping verb. It helps the next verb in two ways:

- It changes the mood or feeling of a sentence. These are called modal auxiliaries. **Examples:**
  - I **may** go. (permission)
  - I **can** go. (I'm able to go)
- It shows the tense of the sentence. **Examples:**
  - He **will** dance. (in the future)
  - They **were** crying. (in the past)

### Common auxiliary verbs

am	is	are	be	have	has	had	was	were	will	shall
----	----	-----	----	------	-----	-----	-----	------	------	-------

You should use the following modal auxiliary verbs in these situations:

- If you have to do something, use 'must' or 'should'.
- If you are being polite, use 'would' or 'may'.
- If it is possible, use 'could' or 'might'.

1. Which auxiliary verb indicates obligation in the sentence below?  
The children (shall/will/can/may/must) put on their jerseys.
2. Which auxiliary verb indicates possibility in the sentence below?  
It (should/can/would/might/will) rain in the morning.
3. Which auxiliary verb indicates politeness in the sentence below?  
(Could/Would/Should) you mind opening the window?

# Participles

Participles are verbs that end in 'ed' or 'ing'. A participle cannot be the only verb in the sentence. It must be combined with an auxiliary verb.

- **Present participles** end with 'ing'. **Examples:**

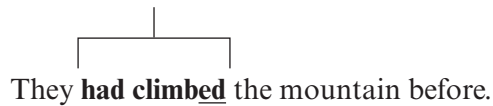
auxiliary verb + present participle



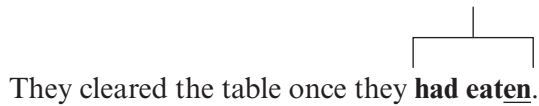
- **Past participles** end with 'ed', unless they are irregular.

**Note:** many simple past tense verbs end in -ed. The verb is only a participle if it is used with an auxiliary. **Examples:**

auxiliary verb + regular past participle



auxiliary verb + irregular past participle



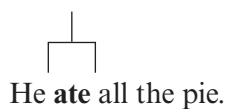
# Finite verbs

A finite verb shows tense, person and number and is the main action in the sentence. It can be more than one word. **Examples:**

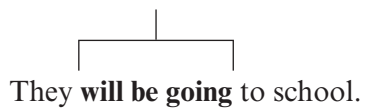
auxiliary verb + participle = finite verb



finite verb



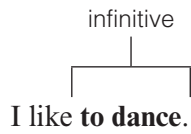
auxiliary verb + participle = finite verb



4. Identify the finite verbs in these sentences. Then identify auxiliary verbs, and present and past participles.
- a) They are going on holiday.
  - b) She is very beautiful.
  - c) We have done our homework.

# Non-finite verbs

Non-finite verbs do not show tense, person or number. They are generally the base form of a verb with 'to' in front of it. They are called the infinitive. You often find infinitives after these verbs: like, want, hope, prefer. **Example:**



5. Rewrite the sentences correctly.
- a) I hope (become) a nurse.
  - b) Thandi prefers (travel) by bus.
  - c) He wants (study) food technology.

# Concord

Verbs must match their subjects. A singular subject must have a singular verb. A plural subject must have a plural verb. When they do not match, we say there is an error of concord.

General rule		
I, we, you, they	walk	no <b>s</b>
He, she, it	walk <b>s</b>	<b>s</b>

6. Correct the error of concord in the following sentences. Keep the sentence in the present tense.
- a) The cow walk across the field.
  - b) The cat eat the food.
  - c) The child listen to a story.
7. Complete the following sentences with the correct form of the verb in brackets.
- a) You (be) wonderful.
  - b) She (be) unhappy.
  - c) He (have) a younger brother.



# Tenses

Verbs have tenses that show when things happen. There are three main tenses: present, past and future.

**Note:** Each main tense can be divided into the following sub tenses: simple, continuous, perfect and perfect continuous.

## Simple tenses

We use the simple tenses to talk about things that are true, or things that we usually do.

- To make the past tense, add 'ed' to the verb.
- To make the future tense, add 'will' or 'shall' before the verb.

Past tense	Present tense	Future
I walk <b>ed</b>	I walk	I <b>will/shall</b> walk
you walk <b>ed</b>	you walk	you <b>will</b> walk
he/she/it walk <b>ed</b>	he/she/it walks	he/she/it <b>will</b> walk
we walk <b>ed</b>	we walk	we <b>will/shall</b> walk
you walk <b>ed</b>	you walk	you <b>will</b> walk
they walk <b>ed</b>	they walk	they <b>will</b> walk

8. Change the following sentence so that it refers to the past.  
They walk back home.
9. Change the following sentence so that it refers to the present.  
We went to the shops a lot.
10. Change the following sentence so that it refers to the future.  
She talks to her mother.
11. Complete the sentence with the correct form of the verb 'play'.  
Yesterday I \_\_\_\_\_ very well.

Irregular verbs have their own past-tense forms, but they also use 'will' to refer to the future.

TO BE		
Past tense	Present tense	Future tense
I was	I am	I will be
you were	you are	you will be
he/she/it was	he/she/it is	he/she/it will be
we were	we are	we will be
you were	you are	you will be
they were	they are	they will be

12. Change the following sentence so that it refers to the past.  
I am so happy!
13. Change the following sentence so that it refers to the present.  
They were there.
14. Change the following sentence so that it refers to the future.  
She is a doctor.

TO HAVE		
Past tense	Present tense	Future tense
I had	I have	I will have
you had	you have	you will have
he/she/it had	he/she/it has	he/she/it will have
we had	we have	we will have
you had	you have	you will have
they had	they have	they will have

15. Change the following sentence so that it refers to the future.  
We had a great game.
16. Change the following sentence so that it refers to the past.  
We have a big dog.
17. Change the following sentence so that it refers to the present.  
She had a big suitcase.

Here are some other examples of irregular verbs.

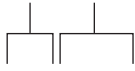
Verb	Past-tense verb
sing	sang
do	did
eat	ate
run	ran
break	broke
come	came
make	made
take	took
wear	wore
build	built
speak	spoke
think	thought
buy	bought
send	sent

18. Rewrite the following sentences in the past tense.
  - a) They (do) their homework.
  - b) I (run) home from school.
  - c) We (give) our grandmother a gift.

## Continuous tenses

We use continuous tenses to talk about actions that continue for a period of time. They were taking place in the past, or are taking place now, or will still be taking place in the future. We form the continuous tense by using the auxiliary verb with the present participle. **Example:**

auxiliary present participle



She **was eating** an apple.

Past continuous	Present continuous	Future continuous
I was walking.	I am walking.	I will be walking.
He was sleeping.	He is sleeping.	He will be sleeping.
We were running.	We are running.	We will be running.

**19.** Rewrite these sentences in the continuous tense.

- Thandi and Emily shop today.
- I study when the lights went out.
- They write examinations in November.

## Perfect tenses

We use the perfect tense to talk about an action that is already completed. We form the perfect tense by using the auxiliary verb with the past participle. **Example:**

auxiliary past participle



I **have eaten** an apple.

When the past participle is based on an irregular verb, sometimes it is the same as the past-tense form, but sometimes it is different. **Examples:**

Past-tense verb	Past participle
sang	sung
did	done
ate	eaten
ran	run
broke	broken
came	come
made	made
took	taken
wore	worn
built	built
spoke	spoken
thought	thought
bought	bought
sent	sent

20. Rewrite this sentence to show the action is finished.

I am making supper.

21. Correct the following sentence.

I am torn my jeans.

### Perfect continuous tense

We use the perfect continuous tense to show an action that continues and then ends in the past, present or future. We form the perfect continuous tense by using the auxiliary verb with 'been' and the present participle.

Past perfect continuous tense		Present perfect continuous tense		Future perfect continuous tense	
Structure	Example	Structure	Example	Structure	Example
had been + present participle	I <b>had been sleeping</b> when my TV was stolen.	have/has been + present participle	I <b>have been sleeping</b> .	will have been + present participle	I <b>will have been sleeping</b> for three hours by the time you get home.

22. Write a sentence in the past perfect continuous tense using the verb 'clean'.

23. Write a sentence in the present perfect continuous tense using the verb 'clean'.

24. Write a sentence in the future perfect continuous tense using the verb 'clean'.

## Answers

1. must
2. might
3. would
4. a) are going = finite verb, are = auxiliary verb, going = present participle  
b) is = figurative verb  
c) have done = figurative verb, have = auxiliary verb, done = past participle
5. a) I hope to become a nurse.  
b) Thandi prefers to travel by bus.  
c) He wants to study food technology.
6. a) The cow walks across the field. / The cows walk across the field.  
b) The cat eats the food. / The cats eat the food.  
c) The child listens to a story. / The children listen to a story.
7. a) You are wonderful.  
b) She is unhappy.  
c) He has a younger brother.
8. They walked back home.
9. We go to the shops a lot.
10. She will talk to her mother.
11. played
12. I was so happy!
13. They are there.
14. She will be a doctor.
15. We will have a great game.
16. We had a big dog.
17. She has a big suitcase.
18. a) They did their homework.  
b) I ran home from school.  
c) We gave our grandmother a gift.
19. a) Thandi and Emily are shopping today.  
b) I was studying when the lights went out.  
c) They will be writing examinations in November.
20. I have made supper.
21. I have torn my jeans.
22. My mother had been cleaning when the door blew open.
23. Fred and Sarah have been cleaning the apartment.
24. I will have been cleaning for the entire morning by the time you get home.
25. red



# Adverbs of comparison

**Comparative adverbs** compare the way two things are done.

**Superlative adverbs** compare the way three or more things are done.

You can use these forms to make comparisons.

Adverb	Comparative form	Superlative form
neatly	more neatly less neatly	the most neatly the least neatly

4. Rewrite the sentences correctly using the comparative form of the adverbs.
  - a) I filled in his form because I write (neatly) than he does.
  - b) I speak (loudly) to her than I do to others, because she cannot hear well.
  - c) He is trying to exercise (frequently) than usual, as he has gained weight.
  - d) The President addressed the nation (briefly) than usual.
  - e) When you write a test, you should check your answers (carefully) than you do normally.
5. Change the following sentences so that they compare three people.
  - a) Of the two of them, Emily danced more beautifully.
  - b) Out of the two speakers, the first one spoke more clearly.
  - c) Of the two babies, the girl sleeps more easily.
  - d) Out of the two students, Xolile studied more diligently.
  - e) Of the two employers, Mr Mponda pays more generously.

## Answers

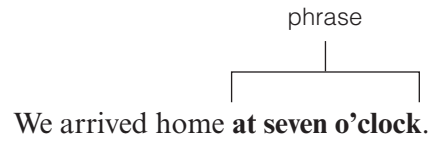
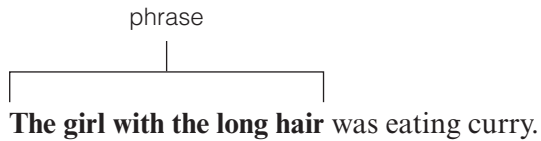
1.
  - a) often – adverb of frequency
  - b) temporarily – adverb of duration
  - c) far – adverb of place
  - d) tomorrow – adverb of time
  - e) unexpectedly – adverb of manner
2. When I was there yesterday, I definitely finished my work very neatly.
3. I wrote very clearly because my teacher has bad eyesight.
4.
  - a) I filled in his form because I write more neatly than he does.
  - b) I speak more loudly to her than I do to others, because she cannot hear well.
  - c) He is trying to exercise more frequently than usual, as he has gained weight.
  - d) The President addressed the nation more briefly than usual.
  - e) When you write a test, you should check your answers more carefully than you do normally.
5.
  - a) Of the three of them, Emily danced the most beautifully
  - b) Out of the three speakers, the first one spoke the most clearly.
  - c) Of the three babies, the girl sleeps the most easily.
  - d) Out of the three students, Xolile studied the most diligently.
  - e) Of the three employers, Mr Mponda pays the most generously.



# Phrases and clauses

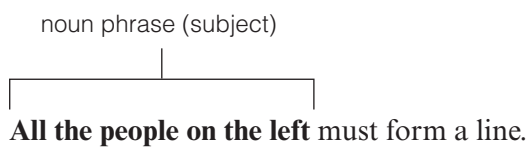
## Phrases

A phrase is a group of words without a verb. Phrases add information to the main meaning of the sentence. **Examples:**

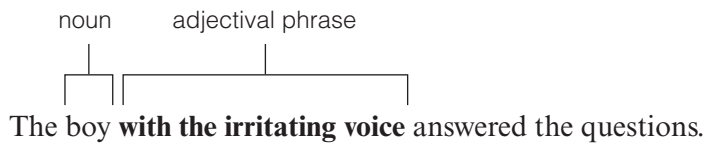


You get different types of phrases.

- A noun phrase acts like a noun in a sentence. It often functions as the subject or object in the sentence. **Example:**

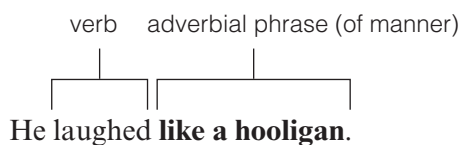
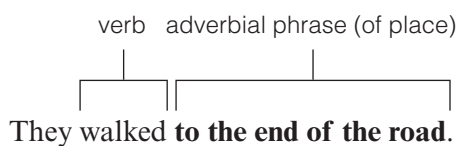
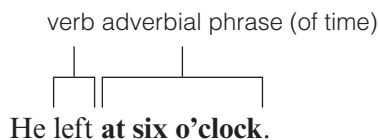


- An adjectival phrase describes the noun in a sentence. **Example:**



**Note:** A phrase can be placed within a main clause, as in the example above.

- An adverbial phrase gives more information about when, where or how an action occurs. **Examples:**

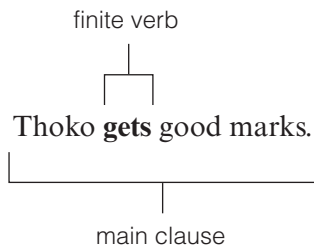


1. Identify the phrases and say what kind of phrases they are.
  - a) The girl with the balloons likes my brother.
  - b) All of us went home at six o'clock.
  - c) He got a lift all the way to school.
  - d) We took food to people staying in the shelter.
  - e) She made sure she listened to the instructions very carefully.

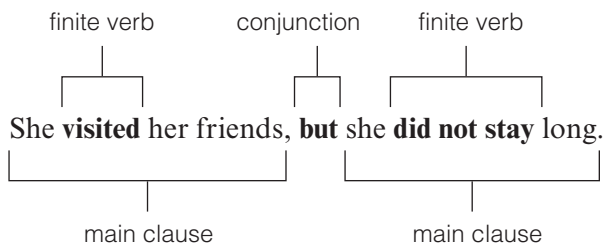
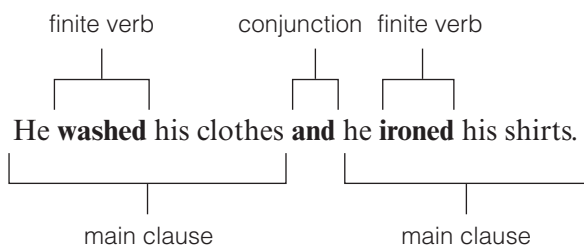
# Clauses

A clause is a group of words with a finite verb. Remember: a finite verb has a tense, person and number.

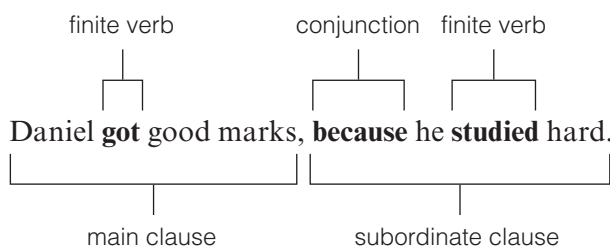
- The main clause is the main idea in the sentence. It makes sense on its own. It is also known as an independent clause. **Example:**



- Some sentences have two main clauses. They are joined with a conjunction. **Examples:**

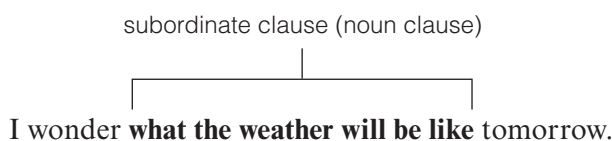


- Some clauses cannot stand on their own. They need a main clause to make sense. They are known as subordinate, or dependent clauses. **Example:**

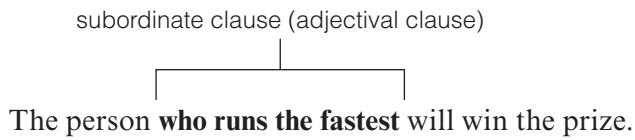


- You classify subordinate clauses by what they do in the sentence – just like you classify phrases. And they can also be placed at the beginning, the end or within a main clause.

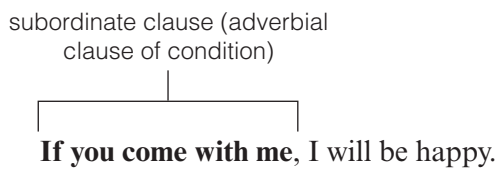
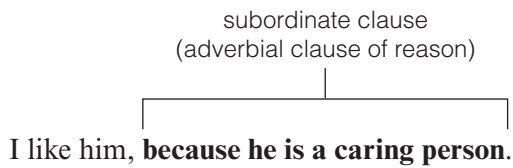
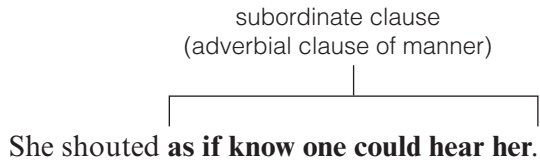
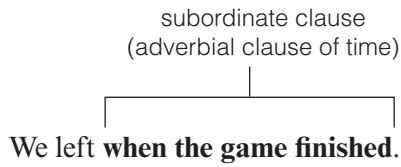
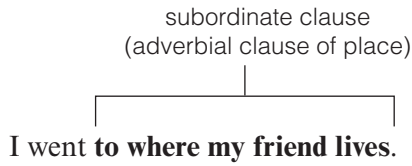
- A noun clause acts like a noun in a sentence. **Example:**



- An adjectival clause describes the noun in a sentence. **Example:**



- An adverbial clause gives more information about when, where or how an action occurs. **Examples:**



**2. Identify the clauses in these sentences.**

- We went to the movies because it was raining.
- The learner who reads the most books will receive a certificate.
- The victim led the police to where the incident occurred.
- If it rains, the match will be cancelled.
- The children who do not have masks can collect them from the office.

## Answers

1.
  - a) with the balloons = adjectival phrase
  - b) all of us = noun phrase; at six o'clock = adverbial phrase of time
  - c) all the way to school = adverbial phrase of place
  - d) people staying in the shelter = noun phrase
  - e) very carefully = adverbial phrase of manner
  
2.
  - a) main clause = we went to the movies; subordinate clause (adverbial clause of reason) = because it was raining
  - b) main clause = the learner will receive a certificate; subordinate clause (adjectival clause) = who reads the most books
  - c) main clause = the victim led the police; subordinate clause (adverbial clause of place) = where the incident occurred
  - d) main clause = the match will be cancelled; subordinate clause (adverbial clause of condition) = if it rains
  - e) main clause = the children can collect them from the office; subordinate clause (noun clause) = who do not have masks

# Conjunctions

Conjunctions are words that join words, phrases or clauses together. **Examples:**

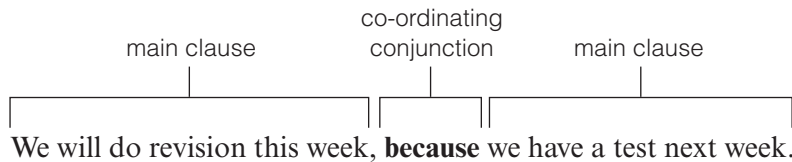
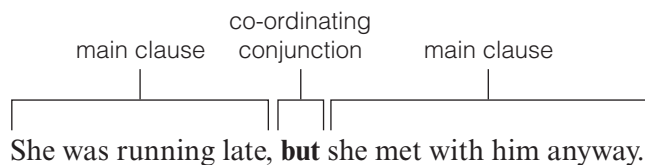
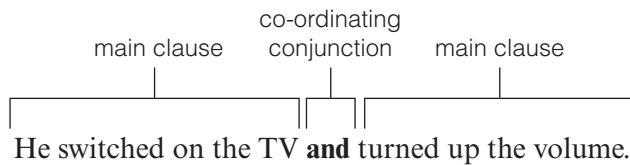
- eggs and bacon (word to word)
- at the supermarket or the pharmacy **or** at the pharmacy (phrase to phrase)
- I like sugar **but** I know it is not good for me. (clause to clause)

There are different kinds of conjunctions.

## Co-ordinating conjunctions

Co-ordinating conjunctions join two main clauses together. Each clause makes sense on its own.

**Examples:**

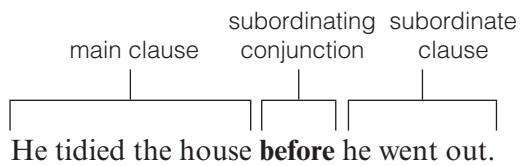
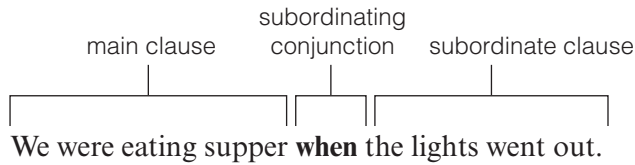
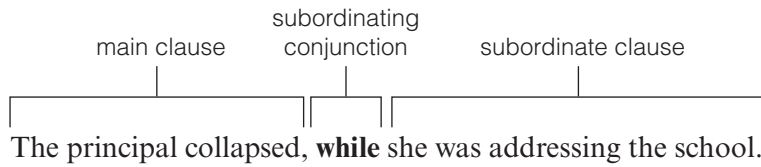


Other examples of co-ordinating conjunctions are: yet, or

1. Join the two main clauses with the co-ordinating conjunction in brackets.
  - a) She failed the examination. She did not study for it. (because)
  - b) Father cooked a chicken. He boiled some potatoes. (and)
  - c) The teacher explained the homework. We still did not understand it. (yet)
  - d) It is pouring with rain. They have to walk to work. (but)
  - e) You may read a book. You may listen to music. (or)

# Subordinating conjunctions

Subordinating conjunctions join a main clause with a subordinate clause. The subordinate clause is introduced by the conjunction and gives supporting information to the main clause. **Examples:**



Other examples of subordinating conjunctions are: unless, until, although, after, whenever

2. Join the main clause with the subordinate clause using the subordinating conjunction in brackets.
  - a) Tea was served. The meeting had ended. (after)
  - b) You will remain in the classroom. It has been tidied up. (until)
  - c) My grandfather watches me. I play a soccer match. (whenever)
  - d) They met at a party. He did not recognise her. (although)
  - e) You may not go out tonight. You wash the dishes. (unless)

## Answers

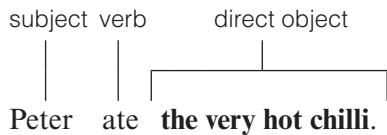
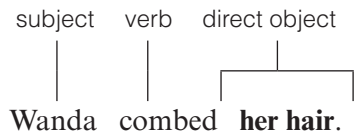
1.
  - a) She failed the examination, because she did not study for it.
  - b) Father cooked a chicken and he boiled some potatoes.
  - c) The teacher explained the homework, yet we still did not understand it.
  - d) It is pouring with rain, but they have to walk to work.
  - e) You may read a book or you may listen to music.
  
2.
  - a) Tea was served after the meeting had ended.
  - b) You will remain in the classroom until it has been tidied up.
  - c) My grandfather watches me whenever I play a soccer match.
  - d) They met at a party, although he did not recognise her.
  - e) You may not go out tonight unless you wash the dishes.





## Direct object

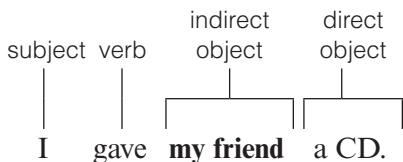
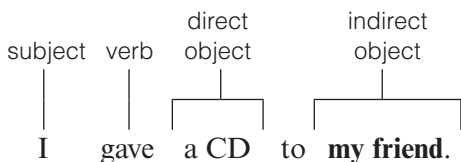
The predicate can include a direct object. A direct object is placed directly after the verb. It is the person or thing that the action is directly affecting. To find a direct object, ask **Who?** or **What?** after the verb. **Examples:**



**Note:** Verbs that have direct objects are called **transitive verbs**.

## Indirect object

The predicate can also include an indirect object. The indirect object refers to something that is indirectly affected by the verb. It usually comes after the direct object, but not always. If there is a preposition, it will probably be before the indirect object. **Examples:**

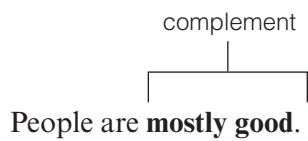
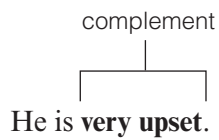
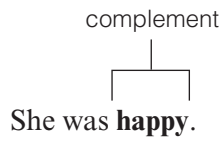


2. Identify the direct and indirect objects in the sentences.
  - a) I made a sandwich for the hungry man.
  - b) We donated money to the shelter.
  - c) He presented an award to the company.
  - d) They offered the applicant another job.
  - e) Mpho lent money to her brother.

# Complement

Some verbs don't have an object – they have a complement. A complement is a word or phrase that complements, or refers to, the subject. Complements are often adjectives.

These verbs need complements: to be, to feel, to become. **Examples:**



3. What are the complements of the verbs in these sentences?
- All the entrants in *Idols* are talented.
  - Ishmael wants to become a teacher.
  - She felt excited.
  - Lindiwe is blind.
  - Most of the learners are well-prepared.

## Answers

1.
  - a) subject = John; predicate = found a new job
  - b) subject = Healthcare workers; predicate = handed out masks to the elderly
  - c) subject = The Minister of Education; predicate = addressed the nation
  - d) subject = All the learners; predicate = completed the tasks online
  - e) subject = The national netball and rugby teams; predicate = experienced great successes in 2019
  
2.
  - a) sandwich = direct object; the hungry man = indirect object
  - b) money = direct object; the shelter = indirect object
  - c) an award = direct object; the company = indirect object
  - d) another job = direct object; the applicant = indirect object
  - e) money = direct object; her brother = indirect object
  
3.
  - a) talented
  - b) a teacher
  - c) excited
  - d) blind
  - e) well-prepared

# Types of sentences

## Statements

A statement gives information. Statements are the most common type of sentence and usually end with a full stop. **Examples:**

- This book teaches grammar.
- You will pass if you work hard.
- The student failed because she did not study.

## Exclamations

An exclamation expresses a strong feeling, such as anger, excitement, frustration, enjoyment, love or hate. Exclamations usually end with an exclamation mark. **Examples:**

- I hate exams!
- This is so difficult!
- It is my favourite movie!

## Commands

A command tells someone to do something. Most commands usually begin with a verb, as there is an invisible 'You' or 'You must' at the beginning. Commands end with a full stop or an exclamation mark. **Examples:**

- Pour me a glass of water.
- Fetch your plate.
- Leave me alone!

## Questions

- Questions ask for information. They end with a question mark.
- You can use question words to make questions. **Examples:**

- |                                                 |                              |
|-------------------------------------------------|------------------------------|
| – That is Thandi.                               | <b>Who</b> is that?          |
| – Those socks are his.                          | <b>Whose</b> are those?      |
| – That magazine is called <i>Cosmopolitan</i> . | <b>What</b> is that called?  |
| – That twin is sick.                            | <b>Which</b> twin is sick?   |
| – He is arriving at 8 p.m.                      | <b>When</b> is he arriving?  |
| – He is arriving at the bus station.            | <b>Where</b> is he arriving? |
| – He is coming for the party.                   | <b>Why</b> is he coming?     |
| – He is coming by train.                        | <b>How</b> is he coming?     |



- You can also use ‘do not’ or ‘does not’ to make a sentence negative. **Examples:**

He loves you. → He **does not** love you.

They want supper. → They **do not** want supper.

I enjoy walking. → I **do not** enjoy walking.

**4.** Rewrite the sentences in the negative.

- She works hard.
- I have a new cell phone.
- We did this exercise last week.

- You can also use negative words to make a sentence mean the opposite.

Negative word	Sample sentence
never	I will <b>never</b> do that.
nothing	I will give you <b>nothing</b> .
none	I have <b>none</b> .
no one	<b>No one</b> is home.
neither nor	They could find <b>neither</b> the dog <b>nor</b> the cat.
unfriendly	The boy is <b>unfriendly</b> .

**5.** Choose one of the words in brackets to complete the following sentences.

- (Neither/None/Never) he nor she will eat meat.
- You should (neither/never/nor) be dishonest.
- I knocked on the door, but (none/nothing/no one) opened it.
- There is (nothing/none/nobody) we can do about it.
- (Nor/No one/Neither) my sister (none/nor/never) my brother have finished their supper.

## Answers

1.
  - a) When did she leave?
  - b) Why did they leave?
  - c) Where does he live?
  - d) Who was hurt?
  - e) Whose shoes are these?
  
2.
  - a) Yes, you may. / No, you may not.
  - b) I arrived at six o'clock.
  - c) My homework is in my bag.
  - d) She travels to work by bus.
  - e) Yes, they do. / No, they do not.
  
3.
  - a) She is not a good driver.
  - b) He is not a good-looking young man.
  - c) They are not coming to the party.
  
4.
  - a) She does not work hard.
  - b) I do not have a new cell phone.
  - c) We did not do this exercise last week.
  
5.
  - a) **Neither** he nor she will eat meat.
  - b) You should **never** be dishonest.
  - c) I knocked on the door, but **no one** opened it.
  - d) There is **nothing** we can do about it.
  - e) **Neither** my sister **nor** my brother have finished their supper

# Punctuation

Punctuation is used in writing to separate sentences and different parts of sentences. It helps to convey meaning in a written text too. Here's a brief summary of punctuation marks.

Punctuation	Mark	Use	Example
<b>Full stop</b>	.	To end a sentence	The shirt is red.
<b>Question mark</b>	?	To end a question	Where do you go to school?
<b>Exclamation mark</b>	!	To emphasise something. To show strong feelings	I got the job! Oh dear!
<b>Ellipsis</b>	...	To show that something has been left unsaid  To create suspense	I smelt something wonderful coming from your kitchen ...  The door creaked open ...
<b>Comma</b>	,	To separate items in a list  To separate a phrase or a clause from the rest of the sentence with a short pause	I like running, dancing, swimming and soccer.  After the sweaty game ranger arrived home, his wife told him to have a shower.  The game ranger understands nature, not people, so he says very little.
<b>Dash</b>	–	To separate a phrase or a clause from the rest of the sentence with a longer pause	The beach was filled with holidaymakers – happy and carefree – but in the water swam a shark.
<b>Colon</b>	:	To introduce a list	I like: drawing with charcoal; painting with oils; and modelling things out of clay.
<b>Semicolon</b>	;	To separate lists of phrases	
<b>Forward slash</b>	/	Used instead of the word 'or'	Go and ask your teacher, and he/she will tell you which group to join.
<b>Apostrophe</b>	'	To show that a letter has been left out  To show that someone owns something	You can't do that!  That is Thandi's book.
<b>Hyphen</b>	-	To form a new word  To make a compound adjective	four-by-four  long-distance trips
<b>Hyphen</b>	-	If the prefix ends on a vowel and the root word starts with a vowel  To show that a word continues on the next line	anti-abortion  We would like to raise some more money for a commemorative statue.
<b>Double inverted commas / quotation marks</b>	“ ”	To show direct speech	James called, “Wait for me!”



Punctuation	Mark	Use	Example
<b>Single inverted commas</b>	‘ ’	<p>To show that something is a quotation</p> <p>To show speech within speech</p> <p>To distance yourself from terms that you can't avoid using, or to show that these terms aren't true</p> <p>For titles of short texts</p> <p>To refer to a word that is not being used in the normal way</p>	<p>According to the President, ‘an understanding’ has been achieved.</p> <p>Desmond Tutu said, “When the missionaries came to Africa, they had the Bible and we had the land. They said, ‘Let us pray.’ We closed our eyes. When we opened them, we had the Bible and they had the land.”</p> <p>Under apartheid, people were categorised as ‘white’, ‘black’, ‘Indian’ or ‘coloured’.</p> <p>Please tell your ‘friendly’ dog to stop growling.</p> <p>‘The Beautiful Changes’ is my favourite poem.</p> <p>I never use the word ‘neither’.</p>
<b>Round brackets</b>	( )	To add extra information	He went up to Sarah (who had looked after him for six months) and gave her a big hug.
<b>Square brackets</b>	[ ]	To show that words have been added to or replaced in a quotation to make it clearer	Desmond Tutu said, “When we opened [our eyes], we had the Bible and [the missionaries] had the land.”

# Active and passive voice

Most sentences are written in the active voice, where the subject affects the object. The subject is the ‘doer’ or agent. **Example:**

subject    verb    object  
|            |            |  
Thandi **helps** Emily.

In the passive voice, the subject is affected by the object. The object is the ‘doer’ or agent. **Example:**

subject    verb    object  
|            |            |  
Emily **is helped** by Thandi.

**To change active to passive:**

- move the object to the subject position in the sentence
- add a preposition – usually ‘by’
- change the tense of the verb. The table below gives some examples.

	Active voice	Passive voice
<b>Simple tense</b>	The boy <b>herds</b> the cows.	The cows <b>are herded</b> by the boy.
<b>Progressive tense</b>	The boy <b>is herding</b> the cows.	The cows <b>are being herded</b> by the boy.
<b>Perfect tense</b>	The boy <b>has herded</b> the cows.	The cows <b>have been herded</b> by the boy.

You use the passive voice if you don’t need to show a person doing the action – for example, if you want to write in a scientific style. You can also use it to hide someone’s responsibility for an action.

**Examples:**

- Temperatures in the 30s were recorded. (by scientists)
- The window was smashed. (by me)

1. Change the following sentences into the passive voice.
  - a) The teacher called the children.
  - b) The policeman saved the baby.
  - c) Owami was interviewing the president.
  - d) Mohale has cooked the meal.
  - e) He will write a letter to the press.
2. Rewrite the following sentences in the passive voice and remove all signs of who did the action.
  - a) James broke the glass.
  - b) The secretary stole some money.
  - c) Bongzi lost the document.
  - d) Nomsa burnt the toast.
  - e) The official signed the documents.
3. Make these passive sentences active.
  - a) Cars are repaired by mechanics.
  - b) The robbers were chased by the dogs.
  - c) The cake was baked by Gogo.
  - d) The bicycle was repaired by my uncle.
  - e) The animals are fed by the farmer.

## Answers

1.
  - a) The children were called by the teacher.
  - b) The baby was saved by the policeman.
  - c) The president was being interviewed by Owami.
  - d) The meal has been cooked by Mohale
  - e) A letter to the press will be written by him.
  
2.
  - a) The glass was broken
  - b) Some money was stolen.
  - c) The document was lost.
  - d) The toast was burnt.
  - e) The documents were signed.
  
3.
  - a) Mechanics repair cars
  - b) The dogs chased the robbers.
  - c) Gogo baked the cake.
  - d) My uncle repaired the bicycle.
  - e) The farmer feeds the animals.

# Direct and indirect speech

**Direct speech** is exactly what someone has said. The person's words are put in inverted commas. You introduce the words by saying who said them. **Example:**

Emily said, "I like fashionable clothes."

**Indirect speech** is when you report what someone has said without using inverted commas. It is also called reported speech. **Example:**

Emily said that she liked fashionable clothes.

• **To change direct to indirect speech:**

- drop the inverted commas
- add 'that'
- use the past tense – you are reporting what the person said in the past
- change the pronouns
- change the time words as in the table below.

Direct speech	Indirect speech
this	that
today	that day
tomorrow	the next day / the following day
yesterday	the day before / the previous day

Here are some more examples of sentences in direct and indirect speech.

direct speech

┆

┆

┆

“Yesterday I saw a cool T-shirt,” said Emily.

indirect speech

┆

┆

┆

Emily said that she had seen a cool T-shirt the previous day.

direct speech

┆

┆

┆

Thandi said, “There is a reason that '80s clothes are out of fashion!”

indirect speech

┆

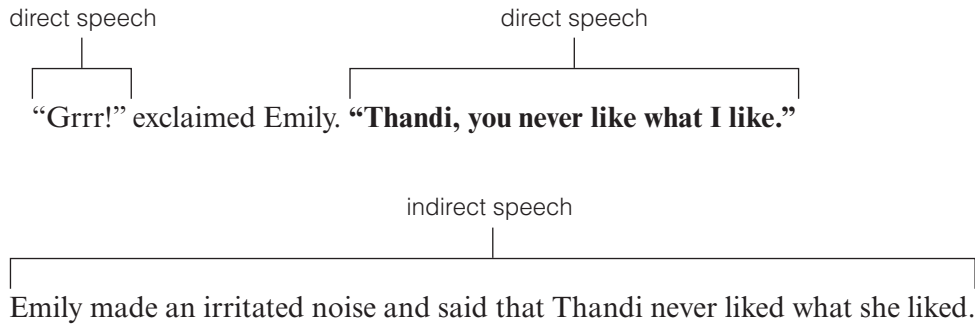
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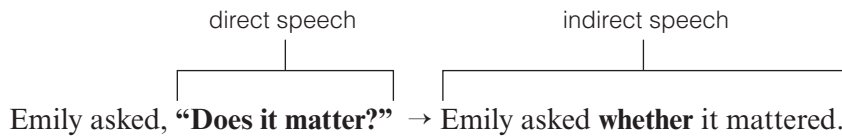
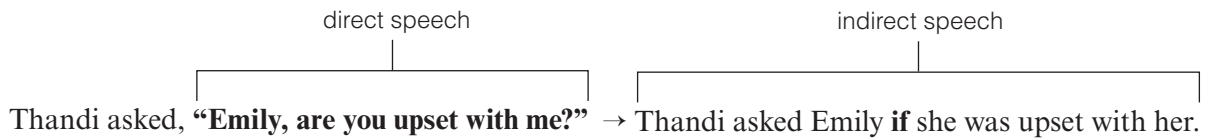
Thandi exclaimed that there was a reason that '80s clothes were out of fashion.

- When the direct speech contains noises, you need to try to describe the noises in the indirect speech.

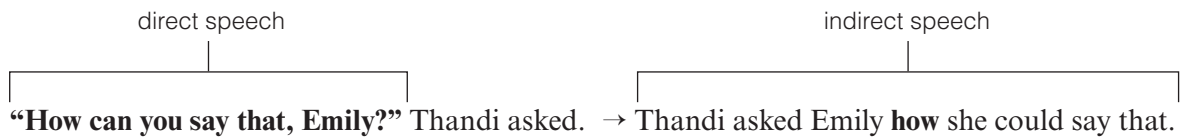
**Example:**



- If you are changing questions into direct speech, you need to add ‘if’ or ‘whether’. **Example:**



- When there is a question with an interrogative pronoun (for example: what, which, who), use the same pronoun in indirect speech. **Example:**



**1. Change the following sentences into indirect speech.**

- After a brief silence Thandi asked, “Where was that shirt that you saw?”
- Mrs Vava asked, “When does the bus leave the depot?”
- “Ssh!” whispered my mother, “you will wake the baby.”
- “You are always late,” complained the teacher.
- “Haha!” laughed Thembi. “These jokes are very funny!”

**2. Change the following sentences into direct speech.**

- He answered that he had finished the work the day before.
- She asked whether we would like something to drink.
- Refilwe made a surprised noise and said that I had given her a big fright.
- The assistant explained that we should return our documents the following day.
- The nurse asked my grandfather how he was feeling.

## Answers

1.
  - a) After a brief silence Thandi asked where that shirt was that Emily had seen.
  - b) Mrs Vava asked when did the bus leave the depot.
  - c) My mother made a hushing sound and whispered that I/we would wake the baby.
  - d) The teacher complained that we were always late.
  - e) Thembi laughed and said that those jokes were very funny.
  
2.
  - a) "I finished the work yesterday," he answered.
  - b) She asked, "Would you like something to drink?"
  - c) "Ah!" cried Refilwe in surprise. "You have given me a big fright!"
  - d) The assistant explained, "You must return your documents tomorrow."
  - e) The nurse asked my grandfather, "How are you feeling?"

# Vocabulary

## Abbreviations

Abbreviations are shortened words. Usually, if the last letter of the abbreviation is the last letter of the original word, then you don't need a full stop. **Examples:**

Full term	Abbreviation
telephone	tel. (formal)/phone (informal)
cellular telephone	cell
facsimile	fax
electronic mail	email
short message service	SMS
kilometre(s)	km
millimetre(s)	mm
centimetre(s)	cm
metre(s)	m
kilogram(s)	kg
litre(s)	ℓ
African National Congress	ANC
black economic empowerment	BEE
broad-based black economic empowerment	BBBEE
human immunodeficiency virus	HIV
Mister	Mr
Mistress (married woman) Mistress (unmarried woman) Mistress (a woman not declaring her marriage status)	Mrs Miss Ms
Doctor	Dr
Reverend	Rev.
Professor	Prof.
before midday (from the Latin term 'ante meridiem')	a.m.
after midday (from the Latin term 'post meridiem')	p.m.
Please reply. (from the French phrase 'Répondez s'il vous plaît.')	R.S.V.P.
and other things (from the Latin term 'et cetera')	etc.
for example (from the Latin term 'exempli gratia')	e.g.

## Acronyms

Acronyms are words that are made by combining the first letters of terms.

Full term	Acronym
Congress of South African Trade Unions	COSATU
Acquired Immune Deficiency Syndrome	AIDS

# Contractions

You can shorten two words into one word. Use an apostrophe to show where letters have been removed.

Personal pronouns and the verb 'to be'	
<b>I am</b>	I'm
<b>you are</b>	you're
<b>he is</b>	he's
<b>she is</b>	she's
<b>it is</b>	it's
<b>we are</b>	we're
<b>they are</b>	they're

Relative pronouns and the verb 'to be'			
<b>that is</b>	that's		
<b>what is</b>	what's	<b>what are</b>	what're
<b>who is</b>	who's	<b>who are</b>	who're
<b>there is</b>	there's		
<b>here is</b>	here's		

Personal pronouns + 'to have' (present tense)		Personal pronouns + 'to have' (past tense)	
<b>I have</b>	I've	<b>I had</b>	I'd
<b>you have</b>	you've	<b>you had</b>	you'd
<b>he has</b>	he's	<b>he had</b>	he'd
<b>she has</b>	she's	<b>she had</b>	she'd
<b>it has</b>	it's	<b>it had</b>	it'd
<b>we have</b>	we've	<b>we had</b>	we'd
<b>they have</b>	they've	<b>they had</b>	they'd

Verb + not (present tense)		Verb + not (past tense)	
<b>cannot</b>	can't	<b>could not</b>	couldn't
<b>may not</b>	mayn't	<b>might not</b>	mightn't
<b>must not</b>	mustn't	<b>should not</b>	shouldn't
<b>will not</b>	won't	<b>would not</b>	wouldn't
<b>shall not</b>	shan't		
<b>do not</b>	don't	<b>did not</b>	didn't
<b>does not</b>	doesn't		

1. Write the abbreviations for the following:
  - a) here is
  - b) street
  - c) National Union of Mineworkers
  - d) gram(s)
  - e) you have



# Homophones

Homophones are words that sound the same, but are spelt differently. They mean completely different things.

Pair of homophones	Meaning of each homophone
<b>new</b> <b>knew</b>	just made or just bought the past tense of the verb 'know'
<b>two</b> <b>too</b>	a number, used to indicate a pair of items also
<b>may</b> <b>May</b>	verb showing permission a month of the year
<b>its</b> <b>it's</b>	third-person possessive pronoun contraction of 'it is'
<b>compliment</b> <b>complement</b>	a flattering statement a word or phrase that is not an object but is needed to complete a sentence
<b>stationary</b> <b>stationery</b>	not moving writing equipment
<b>peace</b> <b>piece</b>	harmony and no violence part
<b>buy</b> <b>by</b>	pay money in order to get something next to
<b>roll</b> <b>role</b>	something rolled up part someone plays in a show
<b>write</b> <b>right</b>	draw words correct
<b>I</b> <b>eye</b>	a way of referring to yourself what you see with

2. Use each homophone below in a sentence to show that you understand what the word means.
  - a) its
  - b) it's
  - c) there
  - d) their
  
3. Correct the following sentences.
  - a) I broke off a peace of bread.
  - b) He bought a new pear of shoes.
  - c) The mother cleaned the baby's bear bottom.
  - d) My stomach feels very saw.
  - e) We have to do a roll model in groups.

# Homonyms

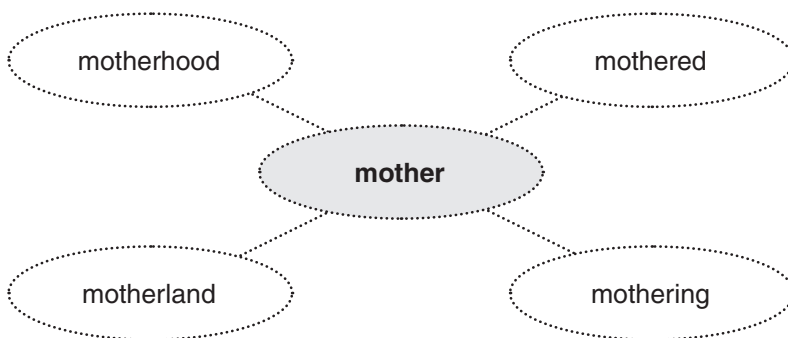
Homonyms are words that are spelt the same and sound the same, but which mean completely different things.

Word with two meanings	Meaning 1	Meaning 2
<b>sink</b>	go under the water	basin for washing dishes
<b>right</b>	correct	direction that is the opposite of left
<b>left</b>	the past tense of 'leave'	direction that is the opposite of right
<b>well</b>	healthy	deep hole with fresh water at the bottom
<b>light</b>	not dark	not heavy
<b>just</b>	only	fair
<b>fair</b>	just	blonde
<b>beat</b>	hit repetitively	win against someone
<b>still</b>	stationary	in the same situation
<b>fry</b>	cook in oil in a pan	baby fish

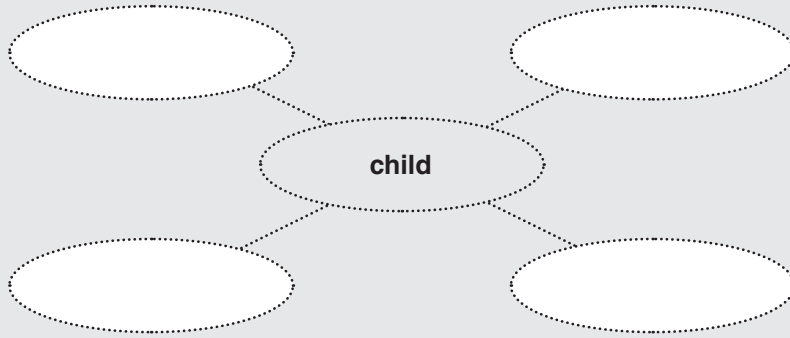
4. Which words completes the following sentences?
- Many of the \_\_\_\_\_ were eaten by the other fish.
  - The small child was very \_\_\_\_\_ to carry.
  - If you are not feeling \_\_\_\_\_, you should stay at home.
  - Cross the road and turn \_\_\_\_\_.
  - That leaking boat is going to \_\_\_\_\_ in the water.

# Paronyms

Paronyms are derived from other words and have meanings that are related to the words they are derived from.



5. Think of four paronyms that are related to the word 'child'.



## Polysemes

Polysemes are pairs of words that sound the same, are spelt the same, and have meanings that are related to one another.

Word with two meanings	Meaning 1	Meaning 2
<b>wood</b>	hard part of a tree (noun)	many trees standing together (noun)
<b>guard</b>	keep something safe (verb)	person who keeps something safe (noun)
<b>look</b>	direct your eyes and see (verb)	appearance (noun)
<b>compliment</b>	say something nice about someone (verb)	something nice that has been said about someone (noun)
<b>spot</b>	identify (verb)	mark or blemish (noun)
<b>show</b>	make something noticed (verb)	performance (noun)

6. Which words complete the sentences?

- It is difficult to \_\_\_ a particular person in a crowd.
- I really like the \_\_\_ of your new hairstyle.
- She was not sure if the comment was an insult or a \_\_\_.

## Synonyms

Synonyms are words that have **similar** meanings.

Nouns that are synonyms	
<b>robber</b>	thief
<b>sickness</b>	disease
<b>assembly</b>	gathering
<b>bias</b>	prejudice
<b>queen</b>	empress
<b>king</b>	emperor
<b>driver</b>	motorist
<b>gadget</b>	device
<b>surprise</b>	astonishment
<b>home</b>	residence

Adjectives that are synonyms	
<b>rich</b>	wealthy
<b>fast</b>	quick
<b>raw</b>	uncooked
<b>correct</b>	right
<b>legible</b>	readable
<b>small</b>	little
<b>big</b>	large
<b>still</b>	stationary
<b>happy</b>	cheerful
<b>sad</b>	depressed
<b>confused</b>	bewildered

Verbs that are synonyms	
<b>say</b>	state
<b>spot</b>	identify
<b>show</b>	indicate
<b>praise</b>	compliment
<b>jump</b>	leap
<b>choose</b>	select
<b>copy</b>	imitate
<b>want</b>	desire
<b>protect</b>	guard

7. Replace each underlined word with a suitable synonym.
- Many vegetables are healthier to eat raw.
  - He hired someone to protect his home.
  - She attended a workshop on anti-bias.

## Antonyms

Antonyms are words that have **opposite** meanings.

Nouns that are antonyms	
<b>sickness</b>	health
<b>question</b>	answer
<b>day</b>	night
<b>summer</b>	winter
<b>war</b>	peace
<b>past</b>	future
<b>everybody</b>	nobody

Adjectives that are antonyms	
rich	poor
fast	slow
raw	cooked
correct	incorrect
readable	unreadable
small	big
lazy	hard-working
happy	sad
light	dark
hot	cold
hard	soft
young	old
true	false
strong	weak
fair	unfair
satisfied	dissatisfied

Verbs that are antonyms	
find	lose
show	hide
protect	attack
give	receive
come	go
buy	sell
remember	forget

8. Change the underlined words to antonyms.
- The soldiers attacked the northern part of the country.
  - The statement is false.
  - I remembered to give the letter to my parents.
  - Nobody was wearing a mask at the shop today.
  - The customer was satisfied with the quality of the product.

# Idioms

An idiom is a phrase that has a meaning which is different from its literal meaning.

Idiom	Meaning
<b>make a mountain out of a molehill</b>	make something seem more of a problem than it really is
<b>grow in leaps and bounds</b>	grow quickly
<b>set the cat among the pigeons</b>	create a big disturbance
<b>put your heart and soul into something</b>	do everything you can to make something work
<b>be packed like sardines</b>	be squashed very closely together
<b>drag out a story</b>	take so long telling a story that it gets boring
<b>drive someone up the wall</b>	irritate someone a lot
<b>hit rock bottom</b>	be in a situation that can't get worse
<b>beat around the bush</b>	not speak directly about something
<b>cut someone down to size</b>	say something to make an arrogant person feel less superior
<b>a fair-weather friend</b>	someone who seems to be your friend when times are good, but isn't there for you when times are tough

9. Complete the sentences with a suitable idiom.

- Every time I see the children, they are taller and seem to be \_\_\_\_\_.
- Too many people were \_\_\_\_\_ in the overcrowded train.
- I dislike it when my girlfriend doesn't say what she means and she \_\_\_\_\_.

# Proverbs

Proverbs are wise sayings that are a part of our culture.

Proverb	Meaning
<b>It's no use crying over spilt milk.</b>	We cannot improve a situation by wishing that something had never happened.
<b>Make hay while the sun shines.</b>	Do something while the opportunity is there.
<b>Don't judge a book by its cover.</b>	People's appearances are often not a good sign of what they are really like.
<b>Prevention is better than cure.</b>	It is better to stop a problem from happening than to fix it once it has happened.
<b>Many hands make light work.</b>	A job becomes easier when lots of people help.
<b>Practice makes perfect.</b>	If you do something many times you will get it right.
<b>A stitch in time saves nine.</b>	It's better to fix a problem now before it gets worse.
<b>Don't look a gift horse in the mouth.</b>	If somebody gives you a present, be thankful.
<b>An apple a day keeps the doctor away.</b>	Eating fresh fruit will keep you healthy.
<b>Absence makes the heart grow fonder.</b>	When you are parted from someone, you start to think of that person in a more loving way.

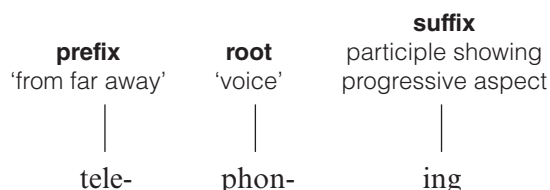
10. Complete the sentences with suitable proverbs.

- Wash your hands regularly to avoid catching the virus, as \_\_\_\_\_.
- You should try to save some money when you have a job so that you \_\_\_\_\_.
- Let us all help to clean the house since \_\_\_\_\_.

## Root words

A root word is the core meaning of a word. You can make new words by adding prefixes and suffixes to a root word. **Example:**

The root word 'phone' comes from Greek. It means 'sound' or 'voice'.



Literally, the word 'telephoning' means 'speaking from far away'. We use it to mean 'speaking on the telephone'.

## Suffixes

You can add a suffix to the end of a word to change a word into a different part of speech, or to make a singular noun plural. Suffixes can also be added to verbs so that they can be used in different contexts.

Suffix	Indicating	Examples
<b>s</b>	plural noun verb	dogs walk <b>s</b>
<b>es</b>	plural noun verb	class <b>es</b> fix <b>es</b>
<b>ed</b>	past-tense verb	walk <b>ed</b>
<b>en</b>	past-tense verb/participle	giv <b>en</b>
<b>ing</b>	participle	read <b>ing</b>
<b>ise</b>	verb (South African and British English)	memor <b>ise</b>
<b>ize</b>	verb (American English)	memor <b>ize</b>
<b>er</b>	comparative form/noun	younger/ <b>player</b>
<b>est</b>	superlative form	tall <b>est</b>
<b>able</b>	adjective	comfort <b>able</b>
<b>ful</b>	adjective	success <b>ful</b>
<b>ly</b>	adverb	quick <b>ly</b>
<b>tion</b>	noun	educat <b>ion</b>
<b>ism</b>	noun	tour <b>ism</b>
<b>ment</b>	noun	govern <b>ment</b>
<b>ness</b>	noun	kind <b>ness</b>
<b>less</b>	adjective showing lack of something	meaning <b>less</b>
<b>let</b>	small noun	book <b>let</b>
<b>dom</b>	noun	freed <b>om</b>
<b>hood</b>	noun	neighbour <b>hood</b>
<b>ology</b>	noun	climat <b>ology</b>

# Prefixes

You can add a prefix to the front of a word to change its meaning.

Prefix	Meaning	Examples
<b>semi</b>	half	<b>semi</b> circle
<b>bi</b>	two	<b>bi</b> weekly
<b>tri</b>	three	<b>tri</b> angle
<b>centi</b>	one hundredth	<b>centi</b> metre
<b>milli</b>	one thousandth	<b>milli</b> metre
<b>multi</b>	many	<b>multi</b> functional
<b>mini</b>	small	<b>mini</b> bus
<b>co</b>	together	<b>co</b> operate
<b>pro</b>	in support of	<b>pro</b> -government
<b>anti</b>	against	<b>anti</b> clockwise
<b>counter</b>	against	<b>counter</b> act
<b>re</b>	again	<b>re</b> do
<b>step</b>	related by remarriage	<b>step</b> mother
<b>non</b>	not	<b>non</b> -fiction
<b>un</b>	not	<b>un</b> equal
<b>in</b>	not	<b>in</b> complete
<b>dis</b>	not	<b>dis</b> honest
<b>im</b>	not/in	<b>im</b> patient/ <b>im</b> plant
<b>en</b>	in/on	<b>en</b> danger/ <b>en</b> thone
<b>circum</b>	around	<b>circum</b> navigate
<b>sub</b>	under	<b>sub</b> marine
<b>trans</b>	across	<b>trans</b> port
<b>tele</b>	from far away	<b>tele</b> scope
<b>auto</b>	by itself	<b>auto</b> focus
<b>hyper</b>	more than normal	<b>hyper</b> active
<b>super</b>	bigger/better than normal	<b>super</b> human
<b>mal</b>	badly	<b>mal</b> nourished
<b>mis</b>	badly	<b>mis</b> interpret

11. Identify the root word in the following words.

- a) equality
- b) disassociate
- c) misinformation
- d) bilateral
- e) intervention



# Using a dictionary

If you look up the word 'fry' in the *Cambridge Advanced Learner's Dictionary*, you will find these entries.

The pronunciation guide uses a special phonetic alphabet to show you what the word sounds like.

'[I or T]' means the verb can be intransitive or transitive.

'[C]' means it is a countable noun.

There are two entries for the word 'fry' because it can be used as two different parts of speech. Each entry gives a pronunciation guide, tells you what part of speech the word is, and defines the word.

The headword is bolded.

The origin of the word. In this case the homonyms 'fry' and 'fry' both come from Latin and Old French.

The word can be used in an idiom.

The question mark indicates that the information about the origin is not definite.

**Fry (1)**  
**Fry** /'fraɪ/ verb [I or T] to cook food in a pan over direct heat, with hot oil or fat: **Fry** the potato chips in hot oil for 10 minutes. Past: fried. Adj: We ate **fried** eggs for breakfast.  
*Figurative [informal]:* to be very hot, to get sunburn: *Stay out of the sun at midday or you will fry.*

**Fryer, frier** /'fraɪə/ noun [C] a large pan for deep-frying: *The restaurant cooks crumbed chicken in a deep-fat fryer.*

**Frying pan** /'fraɪ,ɪn/ noun [C] a shallow metal long-handled pan for frying: *Melt the butter in the **frying pan**, then add the mushrooms.*  
*Idiomatic [informal]:* to go from one bad situation to one that is worse: *He went **from the frying pan into the fire** when he broke his tooth using a knife to remove something stuck between his teeth.*

**Fry-up** /'fraɪ/ noun [informal] a casual meal consisting of fried meat, eggs or vegetables: *They invited their friends for a **fry up** after watching the match.* [from Latin *frigere*, to roast. 13 C]

**Fry (2)**  
**Fry** /'fraɪ/ noun [collective] small young fish: *The fish breeding project stocks the dam with **fry** every year.*  
*Figurative [informal]* unimportant people, things or events: *Pedestrians who do not cross where they should are **small fry** compared to drunk drivers.* [from old French *freier* to spawn, 14 C?]

12. Which syllable is stressed in the word 'frier'?

13. Use the noun 'fry' in a sentence of your own that shows you know what it means.

14. Use the verb 'fry' in a sentence of your own that shows you know what it means.

15. Complete the idiomatic expression in the following sentence. Just write down the missing word. Don't go to the beach in the middle of the day or you will \_\_\_\_\_.

16. Write a sentence using the idiom 'out of the frying pan into the fire', which is explained in the dictionary extract.

## Answers

1.
  - a) here's
  - b) st
  - c) NUM
  - d) g
  - e) you've
  
2.
  - a) We gave the dog its supper.
  - b) I hate sports day and will be glad when it's over
  - c) Please put your books over there.
  - d) The teacher asked the learners to hand in their homework.
  
3.
  - a) I broke off a piece of bread.
  - b) He bought a new pair of shoes.
  - c) The mother cleaned the baby's bare bottom.
  - d) My stomach feels very sore.
  - e) We have to do a role model in groups.
  
4.
  - a) fry
  - b) light
  - c) well
  - d) right
  - e) sink
  
5. Any four: childish, childlike, childless, children, childfree, childproof, childhood, childbearing, childminder
  
6.
  - a) spot
  - b) look
  - c) compliment
  
7.
  - a) uncooked
  - b) guard
  - c) prejudice
  
8.
  - a) protected
  - b) true
  - c) forgot
  - d) Everybody
  - e) dissatisfied
  
9.
  - a) growing in leaps and bounds
  - b) packed like sardines
  - c) beats around the bush
  
10.
  - a) prevention is better than cure
  - b) make hay while the sun shines
  - c) many hands make light work
  
11.
  - a) equal
  - b) associate
  - c) inform
  - d) lateral
  - e) intervene

12. The first syllable
13. The fry were not looked after by the adult fish and so had to look after themselves.
14. When you fry eggs, you will need to put some oil in the pan.
15. fry
16. When I left my job in the army and joined a security firm in central Jo'burg, I realised I had jumped out of the frying pan into the fire.

# Figures of speech and sound devices

You use figures of speech and sound devices to create interesting visual comparisons or to make writing fresh or meaningful.

- **Similes** are comparisons that use comparing words such as ‘like’, ‘as’ or ‘than’. **Examples:**
  - When she got angry she exploded **like** a nuclear bomb.
  - When my brother’s band practises, it sounds **as** if a bomb is going off.
  - She is more explosive **than** a pile of fireworks on a hot day.
- A **metaphor** is a comparison that does not use a comparing word. **Examples:**
  - Don’t go in there! She is a bomb waiting to go off.
  - The young band exploded onto the South African music scene.
- **Personification** is when you compare something to a person. **Examples:**
  - The sun was smiling that morning.
  - Death walked through the hospital that night.
- A **symbol** is something that is used to represent something else. **Example:**
  - Katherine looked through the burglar bars towards the man she must marry.  
(The burglar bars are a symbol of her lack of freedom to choose the man she must marry.)
- An **exaggeration** (or **hyperbole**) is when something is described as bigger than it is, or things are described as being more numerous than they are. **Examples:**
  - The cow was the size of an elephant.
  - There were a million ants on my slice of cake.
- An **understatement** is when someone reacts less strongly to a situation than might be expected. Some people use understatement as a form of humour. **Examples:**
  - During apartheid there was some tension between blacks and whites.
  - The railway bridge was broken and would take weeks to mend, so the driver told the passengers to expect ‘a small delay’.
- A **euphemism** is a more polite term that is used in place of a term that might upset people. **Example:**
  - The term **passed away** is a euphemism for **died**.
- A **paradox** seems to contradict itself, but actually makes sense. **Example:**
  - Flavius Vegetius said, “If you want peace, prepare for war.” (This is so that no one will attack you because no one wants to lose a war.)
- **Irony** is when the real situation is the opposite of how it is described. **Example:**
  - A man standing in the rain says, “Lovely weather!”
- **Sarcasm** is irony designed to be hurtful.
  - A teacher says to a slow student, “You **are** clever!”

1. Identify the figures of speech in the following sentences.
  - a) The branches of the trees danced in the wind.
  - b) Nandi was as quiet as a mouse when she entered the house.
  - c) I nearly died of fright!
  - d) The couple had a bit of a disagreement and so they got divorced.
  - e) The wealthy man employs many people at his palace.

- **Alliteration** is when nearby words have consonants that sound the same. **Example:**
  - the clumsy cow
- **Assonance** is when nearby vowels sound the same. **Example:**
  - the pea-green sea
- **Onomatopoeia** is when a word sounds like the noise it describes. **Examples:**
  - Splash! Buzz!
- **Repetition** is when you repeat a word or phrase more than once. **Example:**
  - She **ran**, she **ran** as quickly as she could.
- A text has **rhythm** if there is a pattern to the number of beats in a line. **Example:**
  - When he sang, the village listened;  
All the warriors gathered round him ...
- A text **rhymes** if the sounds at the end of the lines sound the same. **Examples:**
  - I shot an arrow into the **air**,  
It fell to earth, I knew not **where** ...
- A **pun** is an intentional play on a word that has two meanings or two words that sound the same. **Examples:**
  - A horse is a very **stable** animal.
  - Seven days without food makes one **weak**.
- **Metonymy** is when you use a word or phrase to represent something that is associated with it. **Examples:**
  - The people are no longer loyal to the **crown**. (**crown** represents **monarchy**)
  - Computers take a lot of **sweat** out of accounting. (**sweat** represents **hard work**)
  - I have never been in trouble with the **law**. (**law** represents **police**)
- **Synecdoche** is when a part of something is used to represent the whole thing. **Examples:**
  - There are many new **faces** in the class. (**faces** represents **people**)
  - Come and have a look at my new **wheels**. (**wheels** represents **a car**)
  - I use **plastic** to pay for everything. (**plastic** represents **credit card**)
- An **oxymoron** contains two contradictory words side by side. **Examples:**
  - educated guess
  - living dead
  - true lies
- **Litotes** is when you use a negative statement to say something affirming about someone or something. **Examples:**
  - She is not the friendliest person. (meaning she is unfriendly)
  - He is not bad at Maths. (meaning he is good at Maths)
- An **anti-climax** is a sudden change from something that is important or exciting to something that is unimportant or dull. **Examples:**
  - He lost his wife, his children and his cell-phone.
  - I bought a house, a car and a packet of chips.
- A **rhetorical question** is one that requires no answer because the answer is obvious. **Examples:**
  - Who knows? (meaning nobody knows)
  - Can't you do anything right? (meaning you can't do anything right)

2. Identify the sound devices used in the following sentences.

- a) The cup crashed to the floor.
- b) Bless Africa. Bless her people.
- c) The green grass grows.
- d) I watch the falling rain, splashing into the drain.
- e) Let us look at a good book.

3. Identify the figures of speech in the following sentences.

- a) He is not bad-looking.
- b) They sell expensive jewellery, designer clothes and key rings.
- c) How many times have I told you?
- d) an honest lie

## Answers

1.
  - a) personification
  - b) simile
  - c) exaggeration / hyperbole
  - d) understatement
  - e) symbol
  
2.
  - a) onomatopoeia
  - b) repetition
  - c) alliteration
  - d) rhyme
  - e) assonance
  
3.
  - a) litotes
  - b) anti-climax
  - c) rhetorical question
  - d) oxymoron