

# SENIOR SECONDARY 'A' DFCJ9A9BH'PROGRAMME 201'



## GRADE 12

## ENGLISH FIRST ADDITIONAL LANGUAGE

## LEARNER NOTES

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## LEARNER NOTES

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## SESSION 6: TOPIC 1: MEANING IN CONTEXT: PLURALS, USE OF THE APOSTROPHE AND THE HYPHEN/DASH

### SECTION A: TYPICAL EXAM QUESTIONS

#### QUESTION 1: PLURALS

10 minutes

*(Taken from: Various exercises)*

Complete the following table. It can be done on this page or rewritten by only giving the number and answer.

**[Remember to study the additional notes and rules before attempting the exercises]**

**HINT:** An apostrophe is **NEVER** used to form the plural form of a noun.

**EXAMPLE:** He borrowed the book's and video's from his friend's. **WRONG!**

✓ He borrowed the books and videos from his friends.

WORD	PLURAL FORM	WORD	PLURAL FORM
1.1 country	<b>countries</b>	1.12 lady	
1.2 family		1.13 man	
1.3 beauty		1.14 my life	
1.4 bully		1.15 my wife	
1.5 caddy		1.16 a leaf	
1.6 woman		1.17 a roof	
1.7 canary		1.18 life	
1.8 canopy		1.19 myself	
1.9 celebrity		1.20 yourself	
1.10 ceremony		1.21 my belief	
1.11 baby			Total = [20]

#### QUESTION 2: THE USE OF THE APOSTROPHE

10 minutes

*(Taken from own exercises)*

Correct the following apostrophe problems by rewriting the sentences correctly.

- 2.1 At intersection's many motorist's are annoyed at having their car's windcreens' washed. (4)
- 2.2 The leopard ate it's prey to the childrens' horror. (2)
- 2.3 The mens' salary's are disgusting; theirs' are the lowest in the industry. (3)
- 2.4 Meal's at the womens' hostel are well cooked. (2)
- 2.5 This T-shirt is hers'. (1)
- 2.6 My books' must go back to my sister because it is her's. (2)
- 2.7 The bed's sheets are all dirty. (1)

[15]

**HINTS:**

Apostrophes are **ONLY** used in TWO cases!

- **Omission** (Leaving out a letter): He will not do his work – He won't do his work (When we leave out a letter to shorten a word, it is called "**Contraction**": "Shortened" word because of letter(s) left out, e.g. **cannot – can't**)
- **Possession** (Belonging to someone or something): Pete's book; The mother's child.

**QUESTION 3: MORE APOSTROPHE EXERCISES    10 minutes**

(Taken from: Various exercises)

Rewrite these phrases correctly by inserting the apostrophe.

Example: The stockings of the girl = the girl's stockings

- |   |     |
|---|-----|
| 3.1. The article written by the director  | (1) |
| 3.2 The cars belonging to the Smith family  | (1) |
| 3.3 A mine owned by De Beer   | (1) |
| 3.4 The secretary who works for the boss  | (1) |
| 3.5 The secretary who works for three bosses                                      | (1) |
| 3.6 The friendliness of the neighbours  | (1) |
| 3.7 The ball gowns worn by the students   | (1) |
| 3.8 The tail on the dog   | (1) |
| 3.9 The wool on the sheep   | (1) |
| 3.10 The book belonging to Mary   | (1) |
| 3.11 Rewrite the following passage in the text box by filling in the apostrophes. | (6) |

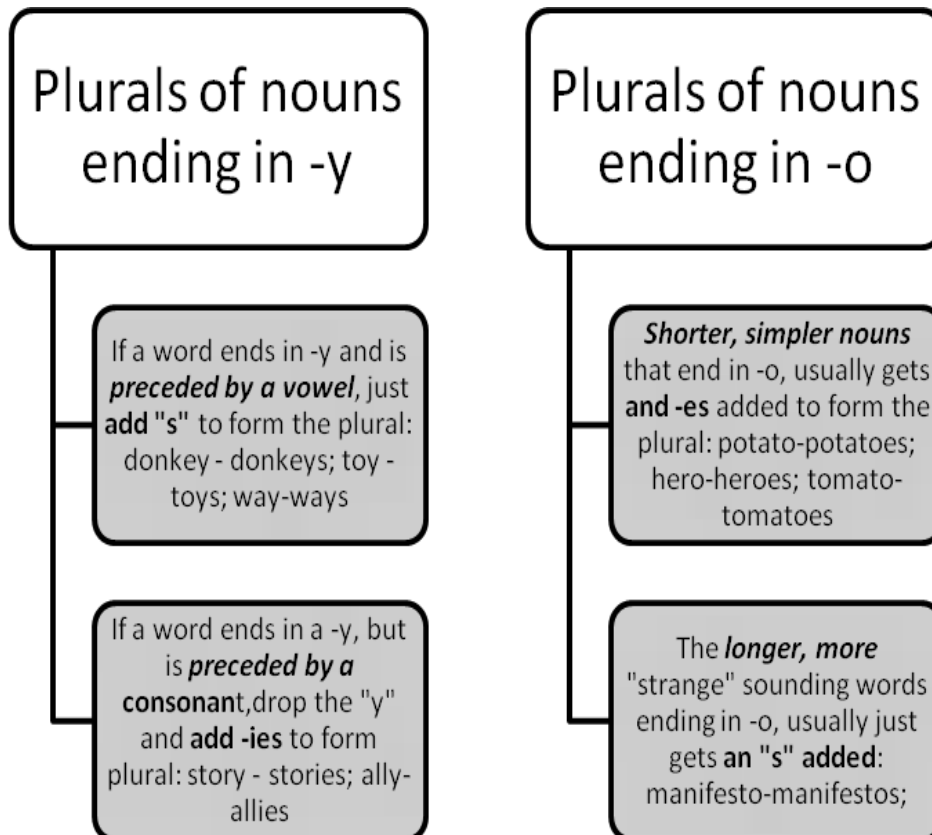
Im so disappointed that Ivans exam results were so poor. Hell never get into college because at least three Cs are required. Now hell have to take all his friends lecture notes

[16]

## SECTION B: ADDITIONAL CONTENT NOTES

The four topics to be discussed in this session might seem to be a strange combination, but it actually makes 100% sense to combine these into one session. The reason? Learners don't know how and where to use the apostrophe (') and OFTEN use it to indicate the plural form of a noun. The formation and spelling of contractions are also linked to the apostrophe, because the omitted letter is indicated by the use of the apostrophe (Example: Do not – don't). Regarding the hyphen and the dash – as part of textual editing in paper 1, questions on the difference between the hyphen and dash and its use in a sentence, will always be included.

### PLURALS



### Exceptions to the –o rule:

- ❖ Photo – photos }
- ❖ Piano – pianos } (originally these words were also longer, foreign words like photograph and pianoforte)

**PLURALS OF NOUNS ENDING IN -F AND -FE**

- ❖ Most nouns ending in **-f** or **-fe** take "s" for the plural: chief-chiefs; dwarf-dwarfs

The following 13 words are the **exceptions** to this rule (Please study!)

<u>Singular</u>	<u>Plural</u>	<u>Singular</u>	<u>Plural</u>
calf	calves	self	selves
elf	elves	sheaf	sheaves
half	halves	shelf	shelves
knife	knives	thief	thieves
leaf	leaves	wife	wives
life	lives	wolf	wolves
loaf	loaves		

**THE APOSTROPHE**

# Omission

- We often **CONTRACT** words in informal speech - make a word shorter. (**Contraction**)
- Apostrophe is used to show that a letter (letters) have been left out.
- **Examples:**
  - do not - don't
  - you will - you'll
  - should have - should've
  - it is - it's
  - until - 'till
  - the 1960s - The '60s

# Possession

- Apostrophe shows that **something belongs** to someone or something. The "owner" needs an apostrophe and usually an "s" to show possession. **Example:** The hat belongs to Jack - Jack's hat.
- **Singular possession:** add an "s" to the "owner noun" for example: House owned by Jack - Jack's house: The wheels of my car - My car's wheels.
- **Plural possession:** Add **just an apostrophe** if "owner" ends in "s" for example: The sheet on the beds - The beds' sheets. If plural **DOES NOT** end in "s", then add an "s": Example: The tails on the mice - The mice's tails.

- ❖ The apostrophe is **NOT** used to form the plural of a noun.

## FUNCTION OF THE HYPHEN(-) AND THE DASH

## Hyphen

**Separates** incomplete words at the end of a line: in - capable

Makes punctuation and meaning of words easier and **less confusing**: co-operate; pre-empt (too many vowels next to each other are confusing)

## Hyphen

Form **compound nouns** and **adjectives**: a world of make-believe; a run-down building (combine two ideas to make a new idea)

Indicates **hesitation or stuttering**: P-p-lease sir, m-m-may I have some more?

## Dash

Shows **an interruption** or sudden ending:- yes, but -

Indicates **parenthesis**: Elvis Presley - beloved by many fans - had only one child. (add info into sentence)

## Dash

Makes words which follow dash, more **dramatic**, like when introducing a climax: When he died, I inherited - all his debts!

Indicates **hesitant speech**; I'm - unable - to - be the judge of - that situation.

**SECTION C: HOMEWORK**

**Learner Note:** Make sure that you are able to answer the questions in the allocated time frames. If you get stuck, please refer to either the additional notes of this session and previous sessions (or your class teacher). The homework questions focus on more than just what is discussed in this session, because it is an example of a typical exam paper 1 question that will include a variety of topics.

**QUESTION 1: 20 - 25 minutes**

(Taken from: DoE Gr 12 Exam English FAL, Paper 1, Exemplar Paper 2008)

The article below contains a number of deliberate errors in punctuation and grammar. Read it carefully and answer the questions that follow.

We're used to seen him tearing up and down a football pitch in the blue stripes of Chelsea or the national colours of the Ivory Coast. However, the Didier Drogba who strode onto the stage to recieve one of the world's greatest accolades in world football looked very different. He looked very dignified – more like an African king than a soccer star. A colourful headscarf covering his head. His body was decked in flowing traditional robes and his hands was clasping a walking staff. The audience rose to their feet and applauded the new African Footballer of the Year. A wide grin spread across the 29-year-old striker's face. He may have appeared as dignified as royalty but, as he held the magnifisent trophy aloft in a shower of shimmering paper, there was nothing restrained about his delight. This is a special day for me he said The Ivory Coast captain then delivered an emotional speech. He turned his attention to the problems effecting his country.

"My tribute goes to my mother, my wife and children and all the less privileged children of the world. But more than anything else, I hope peace will soon return to my country."

[Adapted from an article in *Drum Magazine*, 15 March 2007]

Correct the underlined words in the sentences below. Write ONLY the question number and the answer.

- 1.1.1 We're used to seen him tearing up and down a football pitch. (1)
- 1.1.2 However, the Didier Drogba who strode onto the stage to recieve one of the world's greatest accolades in world football looked very different. (1)
- 1.1.3 A colourful headscarf covering his head. (1)
- 1.1.4 His body was decked in flowing traditional robes and his hands was clasping a walking staff. (1)
- 1.1.5 He may have appeared as dignified as royalty but, as he held the magnifisent trophy aloft in a shower of shimmering paper, there was nothing restrained about his delight. (1)
- 1.1.6 He turned his attention to the problems effecting his country. (1)



- 1.2 Rewrite the contraction "We're", which appears in the following sentence, in full:  
We're used to seen him tearing up and down a football pitch ... (1)
- 1.3 Replace the underlined word with a suitable antonym (word opposite in meaning).  
 Write ONLY the question number and the answer.  
 He looked very dignified ... (2)
- 1.4 Give the plural form of the underlined words in the following sentences. Write  
 ONLY the question numbers and the answers.
- 1.4.1 Drogba received a trophy for being the African Footballer of the Year. (1)
- 1.4.2 The man took his wife to see Drogba play. (1)
- 1.5 Provide a suitable synonym (a word similar in meaning) for each of the underlined  
 words. Write ONLY the question number and the answer.
- 1.5.1 Didier Drogba got one of the world's greatest accolades. (1)
- 1.5.2 He arrived decked in traditional robes. (1)
- 1.6 Rewrite the following sentence as a question beginning with the words  
 indicated below:
- The audience rose to their feet and applauded the new African Footballer of  
 the Year. Begin your answer with: Did the ... (2)
- 1.7 Punctuate the following sentence:  
 This is a special day for me he said (2)
- 1.8 Rewrite the following sentence in indirect speech:  
 "I hope peace will soon return to my country," he said.  
 Begin your answer with: He said that ... (2)
- 1.9 Complete the following sentences by choosing the correct preposition from the  
 list below. Write ONLY the question numbers and the answers.  
 with; by; about; for
- 1.9.1 Drogba likes to shower his wife and children ... gifts. (1)
- 1.9.2 Drogba is well known ... his modesty off the field. (1)
- 1.10 Explain the use of the dash in the following sentence:  
 He looked very dignified – more like an African king than a soccer star. (2)
- 1.11 Explain the use of the hyphen in the following example:  
 29-year-old (2)

[25]

**SECTION D: SOLUTIONS AND HINTS TO SECTION A: TOPIC 1****QUESTION 1: PLURALS**

WORD	PLURAL FORM	WORD	PLURAL FORM
1.1 country	<b>countries</b>	1.12 lady	Ladies [y – ies]
1.2 family	Families [y – ies]	1.13 man	Men [new word]
1.3 beauty	beauties	1.14 my life	our lives [pronoun and noun in plural]
1.4 bully	bullies	1.15 my wife	our wives [f – ves]
1.5 caddy	caddies	1.16 a leaf	many leaves
1.6 woman	women [new word]	1.17 a roof	many roofs [f – fs, exception to rule]
1.7 canary	canaries	1.18 life	lives
1.8 canopy	canopies	1.19 myself	ourselves
1.9 celebrity	celebrities	1.20 yourself	yourselves
1.10 ceremony	ceremonies	1.21 my belief	our beliefs [f – fs: exception to rule]
1.11 baby	babies		<b>Total = [20]</b>

**QUESTION 2: APOSTROPHES**

- 2.1 At intersections ✓ many motorists ✓ are annoyed at having their cars' ✓ windscreens ✓ washed. (4)
- 2.2 The leopard ate its ✓ prey to the children's ✓ horror. (2)
- 2.3 The men's ✓ salaries ✓ are disgusting; theirs ✓ are the lowest in the industry. (3)
- 2.4 Meals ✓ at the women's ✓ hostel are well cooked. (2)
- 2.5 This T-shirt is hers. ✓ (1)
- 2.6 My books ✓ must go back to my sister because it is hers. ✓ (2)
- 2.7 The beds' ✓ sheets are all dirty. (1)

**[15]****QUESTION 3: APOSTROPHES**

[All these apostrophes are used to indicate **possession** – belonging to someone or something]

- 3.1 The editor's article ✓
- 3.2 The Smith family's cars ✓
- 3.3 De Beer's mine ✓
- 3.4 The boss's secretary ✓
- 3.5 The three bosses' secretary ✓
- 3.6 The neighbour's friendliness ✓
- 3.7 The students' ball gowns ✓
- 3.8 The dog's tail ✓
- 3.9 The sheep's wool ✓
- 3.10 Mary's book ✓

(10)

3.11 √I'm so disappointed that √Ivan's exam results were so poor. √He'll never get into college because at least three Cs are required. Now √ he'll have to take all his √ friends' lecture notes and ask all his teachers for help. What a pity! √That'll teach him a lesson.

(6)

[16]

**HINTS:**I'm = omission of a letter – I amIvan's = possession – exam results belonging to IvanHe'll = omission of a letter – He willFriends' = possession – notes belonging to his friendsThat'll = omission of letter – That will

**Learner Note:** The following rules are general guidelines, because there are many exceptions to every rule in English. Dictionaries can always help to give the correct plural form of a word. Please learn these rules so that you will be able to apply them.

**SESSION 7: TOPIC 2: CLOZE EXERCISE AND CONCORD**

**Learner Note:** The CLOZE exercise is a very good way to assess and practise language use in context. You will always be asked to complete a passage by filling in the missing words. The idea is to choose the correct format of each missing word in such a way that the passage eventually makes sense to the reader. This exercise can be used to assess a variety of skills like **tenses, parts of speech, spelling, negatives and contractions**.

**SECTION A: TYPICAL EXAM QUESTIONS**

**Learner Note:** This section should take you **30 – 40 minutes** to do.

**HINTS:**

- The verb **(to be)** must be changed to words like **is/are/am** or **was/were** or **have/has/had been**.
- Look at **time words** that will help you to decide which tense to use: **yesterday** – past indefinite tense; **next year** – future indefinite; **at this moment** – present continuous tense.
- The **subject must agree with the verb**: singular subject – singular verb. **Example:** She (go) to school every day = She goes to school every day. OR They (go) to school every day = They go to school every day.
- If a **negative verb** is needed, it will be indicated as \_\_\_\_ **(not eat)** = don't eat or doesn't eat (depending on the tense of sentence)

**QUESTION 1: 15 minutes****30 marks**

(Adapted from: O'Connell et al. 2007. *FOCUS on English: Exam Practice Book*. Maskew Miller Longman)

Complete the passage by filling in the correct form of the word(s) in brackets OR by giving the correct word where necessary. (Write down only the number and the correct answer.)

(Passage 1)

Everybody 1.1 \_\_\_\_\_ to make a 1.2 \_\_\_\_\_ (decide) at one time or 1.3 \_\_\_\_\_ in life. Each individual must determine what is 1.4 \_\_\_\_\_ (real) and responsible when 1.5 \_\_\_\_\_ (make) important 1.6 \_\_\_\_\_ (education) and career 1.7 \_\_\_\_\_ (choose). Those close to you will be able to give you the most 1.8 \_\_\_\_\_ (rely) advice. 1.9 \_\_\_\_\_ (Not) allow strangers to mislead you.

(Passage 2)

Sometimes children are 1.10 \_\_\_\_\_ (forbid) to ask 1.11 \_\_\_\_\_ (to/too) many questions about the 1.12 \_\_\_\_\_ (behave) of adults and they grow 1.13 \_\_\_\_\_ with the wrong 1.14 \_\_\_\_\_ (understand) of social and 1.15 \_\_\_\_\_ (culture) values. The 1.16 \_\_\_\_\_ (develop) of skills 1.17 \_\_\_\_\_ (to be) important. Teenagers 1.18 (need/needs) to find out who they are and need to be 1.19 \_\_\_\_\_ (expose) 1.20 (on/to/too) a range of experiences. An 1.21 \_\_\_\_\_ (analyse) mind must be developed if a young person is to make a 1.22 (few/little) mistakes in this 1.23 \_\_\_\_\_ (challenge) world. At the same time, no amount of 1.24 \_\_\_\_\_ (expose) can be a replacement for common sense. An 1.25 \_\_\_\_\_ (inform) and 1.26 \_\_\_\_\_ (perception) person is a smart 1.27 \_\_\_\_\_ (young). Everyone 1.28 (who/whom) 1.29 \_\_\_\_\_ (to have) parents guiding their lives, 1.30 \_\_\_\_\_ (to be) very fortunate.

[30]

**QUESTION 2: 10 minutes 15 marks**

(Adapted from: O'Connell et al. 2007. *FOCUS on English: Exam Practice Book*. Maskew Miller Longman)

Complete the following passage by filling in the correct form of the word given OR the missing word. Write ONLY the number and the correct answer.

A new group which believes that 2.1 (the/a/an) sheer enjoyment of eating 2.2 \_\_\_\_\_ (promote) good health, has been set up by doctors and 2.3 \_\_\_\_\_ (science). They believe that health warnings 2.4 (have/has) taken the joy out of eating and say that it is time to return to the 2.5 \_\_\_\_\_ (believe) that food is fun and that eating is a 2.6 \_\_\_\_\_ (health) activity. Doctors say that no one can benefit 2.7 (of/from) a lifestyle that is 2.8 \_\_\_\_\_ (determine) by too 2.9 (many/much) rules. Research 2.10 (has/have) proven that pleasure can 2.11 \_\_\_\_\_ (strong) the immune system.

An antibody which protects 2.12 (against/to) nose and throat 2.13 \_\_\_\_\_ (infect) 2.14 \_\_\_\_\_ (to be) found 2.15 \_\_\_\_\_ the saliva of people who enjoy eating well.

[15]



**Learner Note:** In the homework exercises the focus will be more on CONCORD. You first have to study the additional notes and concord rules.

**QUESTION 3 (CONCORD):**      **5 minutes**    **10 marks**    *(taken from own test papers)*

Underline the correct answer.

- 3.1 The four men (is walking/are walking) in the woods.
- 3.2 You (shall see/will see) a new school tomorrow.
- 3.3 He (has/have) a good grasp of the new concept.
- 3.4 The old woman (makes/make) clothes for a living.
- 3.5 I told you that you (was/were) wrong about her.
- 3.6 The old women (make/makes) clothes to sell.
- 3.7 All the soldiers (have/has) enough reason to be tired of the war.
- 3.8 My parents (is/are) visiting family in Holland.
- 3.9 I (shall/will) make sure that I know the work tomorrow.
- 3.10 Last year my sister (was/were) often sick in the winter. [10]

**QUESTION 4:**      **10 minutes**      **15 marks**    *(Adapted from own exam papers)*

Complete the following passage by changing the words into their correct form. Write down ONLY the number and correct answer.

**HINTS:**

- Look at time words like “yesterday” or “last year” to help you decide which tense to use.
- The passage must make sense when you read it after completing the answers.
- Remember to apply your knowledge of Parts of Speech to help you to complete this passage. )

The year 2000 was an (4.1 exception) \_\_\_\_\_ one for 34-year old Thembi Molapo. She (4.2 climb) \_\_\_\_\_ several notches (4.3) \_\_\_\_\_ the corporate ladder when she was appointed CEO of the Johannesburg Zoo. (4.4 Look) \_\_\_\_\_ back to the start of (4.5) \_\_\_\_\_

\_\_\_\_\_ climb to the top,

Thembi recalls that she wanted to study law. But her dreams (4.6 crumble) \_\_\_\_\_ when she found that her law studies (4.7 to be) \_\_\_\_\_ boring. She realised that she had to change her career path, so she opted for a Degree in (4.8 Communicate) \_\_\_\_\_ at UJ.

Thembi (4.9 come) \_\_\_\_\_ a long way since then and (4.10 its/it's) \_\_\_\_\_ been an (4.11 excite) \_\_\_\_\_ journey.

She (4.12 do) \_\_\_\_\_ her job so well, that she gained many (4.13 promote) \_\_\_\_\_.

When she became the airport manager at George, she was the (4.14 young) \_\_\_\_\_ person ever to achieve such a (4.15 goal/gaol/jail) \_\_\_\_\_.

[15]

<b>SECTION B: ADDITIONAL NOTES</b>
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**CONCORD**

- We know that every sentence in English must have a subject and a verb.
- Important to remember is that the SUBJECT and the VERB in a sentence MUST agree in NUMBER.

Example: The **girls is singing** in the choir. (WRONG)

The **girls are singing** in the choir. (CORRECT)

WHY? If the SUBJECT is **singular**, the verb must be in the singular form. If the SUBJECT is **plural**, the verb must be in the plural form.

- The subject and the verb must also agree in TENSE.

Example: **Yesterday** the man **sees** the lion in the zoo. (WRONG)

**Yesterday** the man **saw** the lion in the zoo. (CORRECT)

WHY? If the TIME WORD is "yesterday" the verb must be in the Past Indefinite form.

**Look at the following tables to see how the verb changes as the subject or the tense change. In some cases the verb stays the same whether the subject is SINGULAR or PLURAL.**

TENSE	SINGULAR	PLURAL
Simple Present	The boy eats	The boys eat
Present Continuous	The boy is eating	The boys are eating
Present Perfect	The boy has eaten	The boys have eaten
Future Indefinite	The boy will eat	The boys will eat BUT I shall eat
Simple Past	The boy ate	The boys ate
Past Continuous	The boy was eating	The boys were eating
Past Perfect	The boy had eaten	The boys had eaten

***The verb TO BE***

TENSE	SINGULAR	PLURAL
Simple Present	The boy is unhappy	The boys are unhappy
Simple Past	The boy was unhappy	The boys were unhappy

**RULE 1 A compound subject (two or more nouns linked by AND) is PLURAL and takes a PLURAL verb.**

- My sister and I are going to school.
- The dirty cup and saucer were put in the dishwasher.

**BUT** if the two words combined by AND form ONE idea, the verb will be singular.

- The curry and rice was delicious.
- Fish and chips is a favourite meal among sailors.

**RULE 2 Words connected with EVERY-; ANY-; SOME-; NO- take the SINGULAR VERB.**

- Everybody was at the party.
- None has been found.

Everybody, Everyone, Everything	Anybody, Anyone, Anything	Somebody, Someone, Something	Nobody, Nothing None
---------------------------------------	---------------------------------	------------------------------------	----------------------------

- Nobody is coming to school today.

**RULE 3 Collective Nouns are Singular with exception of the following: Cattle, Poultry, People and Vermin (PLURAL)**

- The class is very noisy today.
- The jury is meeting to make the decision.
- The majority wins the election.

**BUT**

- The cattle need to undergo treatment for the disease.
- The congregation was larger last year.

**BUT**

The congregation **were** all talking among themselves. This is an EXCEPTION to the rule because the focus is on each member of the congregation! (PLURAL)

**RULE 4 IT always takes the SINGULAR verb.**

- It is raining in Cape Town.
- It was high time to give up smoking.

**RULE 5 A “PAIR” of anything is SINGULAR.**

- A pair of new boots is just what I need.
- A pair of new glasses was found in the room.

**RULE 6 “Trousers” and “Glasses” always take PLURAL verbs. (Trousers have TWO “legs” and Glasses have TWO “eyes”)**

- My trousers were very dirty when I came back from camp.
- The new glasses I bought are just what I wanted.

**RULE 7 Any SUBJECT (school) takes the SINGULAR verb.**

- History is my best subject.
- Mathematics is very difficult to do.

**RULE 8 Some words sound like they need PLURAL verbs, but they don’t. We use the SINGULAR form.**

Measles, News, Mumps, The Department of Home Affairs – SINGULAR verbs, because it still refers to ONE idea/concept.

- Measles is very dangerous to an unborn child.
- The Department of Home Affairs has offices everywhere in South Africa.



**RULE 9      MANY/FEW - take PLURAL verbs, because these words are used with countable nouns.**

- Many learners want to quit school.
- Very few people finish what they start with.

**MUCH/LITTLE – takes the SINGULAR verb because these words are used with uncountable nouns.**

- Much was said about the bad behaviour of the politician.
- Little is done to solve the problem of violence.

**RULE 10   Quantities/Measurements take the SINGULAR verb.**

- 500 euro is a lot of money.
- R200 was all I needed to buy my car.
- 25kg has been a lot of weight to shed.

**BUT:** A thousand horses were running in the mountains. (Plural)

**RULE 11   “As well as...” ; “with” and “together with” – In sentences with these combinations, you look at the first noun in the sentence to decide whether your verb is SINGULAR or PLURAL. (The FIRST noun is the subject of the verb)**

- My mother with her sisters was waiting for the ship.
- The man, as well as his children, is going to see the movie.
- The learners, together with their teacher, were in the bus.

**RULE 12   “Neither .... nor”; “ Either ... or”; “Not only ..... but also” – In sentences with these combinations, you look at the noun closest to the verb to decide whether the verb will be SINGULAR or PLURAL.**

- Either the hen or its chickens have eaten the seeds.
- John or his friends were involved in the case.
- Neither the children nor their mother knows what happened.



**SECTION C: HOMEWORK****QUESTION 1: 10 minutes 15 marks**

(Adapted from: O'Connell et al. 2007. *FOCUS on English: Exam Practice Book*. Maskew Miller Longman)

Read the passage below before attempting the questions.

**CALLING FOR SAFER ROADS**

South Africa has one of the worst rates of traffic-related fatalities in the world, writes Petro Kruger. Recently the Automobile Association commissioned a study of factors contributing to road accidents and injuries in South Africa.

South Africans need to learn self-discipline – enough discipline to click the safety belt buckle into place every time we begin a trip. A car's hard and sharp interior surfaces are unforgiving and become deadly in a collision. Law enforcement concerning safety belts needs to be stricter, with heavy penalties for those caught without fastened belts.

Motorists must travel at safe speeds so that they are able to stop in time to avoid hitting pedestrians or crashing into buses, minibuses, cars, or trucks. The police and the courts need better ways of getting those caught speeding, and their vehicles, off our roads.

Over a recent 13-month period, 731 pedestrians were reportedly knocked down by 'unknown vehicles' and left to die. It must be stated that part of the blame lies with pedestrians who cross roads at places where it is not safe to do so or when they are drunk. Pedestrians also need to become more responsible road users.

Half of the accidents in South Africa can be traced to 'over the limit' drinking by drivers. Some drivers also drive when under the influence of various kinds of drugs. Some medicines affect a person's ability to drive safely and so if a driver is taking such medicines he or she should stay off the road.

It is clear that in South Africa severe injuries and fatalities are at unacceptably high levels. It is the duty of all road users to ensure that their actions on the road do not endanger others

Complete the following paragraph by filling in the correct form of the word given OR the missing word. ONLY write down the number and the correct answer.

Some 1.1 (drivers/driver's) drive when 1.2 \_\_\_\_\_ the influence of 1.3 \_\_\_\_\_ (variety) kinds of drugs.

Some medicines 1.4 (affect/effect) a 1.5 (person's/persons') ability to drive 1.6 \_\_\_\_\_ (safe) and so if a driver 1.7 \_\_\_\_\_ (to take) such medicines he or she should stay 1.8 (of/off) the road. It is clear that in South Africa severe 1.9 \_\_\_\_\_ (injury) and 1.10 \_\_\_\_\_ (fatal) are 1.11 (in/at) unacceptable high levels. It 1.12 \_\_\_\_\_ (to be) the duty 1.13 (of/off) all road users to ensure that 1.14 (their/there) actions on the road 1.15 \_\_\_\_\_ (not endanger) others.

[15]

**QUESTION 2: 5 minutes 10 marks**

Improve the following sentences by writing out the correct form of the underlined verb. Write down ONLY the number and the correct answer.

- 2.1 My father and I am going to Cape Town.
- 2.2 In our town there are a hospital and a clinic.
- 2.3 My bread and butter were eaten by my dogs.
- 2.4 The time of heroes are past.
- 2.5 Everybody were going on holiday.
- 2.6 The butcher or the baker are selling food at the market.
- 2.7 Nobody are to be blamed.
- 2.8 The team have lost all their matches.
- 2.9 Neither medicines nor prayer have helped him.
- 2.10 A man with his wife were attacked by the thieves.

(10 x 1) [10]

**QUESTION 3: 10 – 15 minutes 20 marks**

Correct the CONCORD mistakes in the following sentences. Rewrite the correct sentences.

- 3.1 Where's my shoes?
- 3.2 This book, as well as the lessons by the teacher, are helping me a lot.
- 3.3 The herd of wildebeest are galloping through the veld.
- 3.4 Glass break easily.
- 3.5 A tree need water to grow.
- 3.6 My big family come from Boksburg.
- 3.7 Thunder and lightning are common before a storm.
- 3.8 "Arts and Culture" are not enjoyed by many learners at school.
- 3.9 My mother and her sister visits me every year.
- 3.10 My father, as well as his brothers, like fishing.

(10 x 2) [20]

**SECTION D: SOLUTION TO SECTION A: TOPIC 2**

**QUESTION 1**

**HINTS:**

Each correct answer usually counts ONE mark.

Correct spelling is important since the words are given in the passage.

Passage must make sense when reading after all words have been correctly filled in.

**SUGGESTED MEMO: QUESTION 1**

1.1 has <b>[1 mark for each answer]</b>	1.2 decision
1.3 another <b>[spelling should be correct]</b>	1.4 realistic
1.5 making	1.6 educational
1.7 choices	1.8 reliable
1.9 Do not (don't)	1.10 forbidden
1.11 too	1.12 behaviour
1.13 up	1.14 understanding
1.15 cultural	1.16 development
1.17 is	1.18 need
1.19 exposed	1.20 to
1.21 analytical	1.22 few
1.23 challenging	1.24 exposure
1.25 informed	1.26 perceptive
1.27 youngster	1.28 who
1.29 has	1.30 is

**[30]**

**QUESTION 2**

2.1 the <b>[1 mark for each correct answer]</b>	2.2 promotes
2.3 scientists <b>[spelling must be correct]</b>	2.4 have
2.5 belief	2.6 healthy
2.7 from	2.8 determined
2.9 many	2.10 as
2.11 strengthen	2.12 against
2.13 infections	2.14 had been/was
2.15 in	<b>[15]</b>

**QUESTION 3: CONCORD**

- You should study the additional notes.
- Look at whether the “subject” is singular or plural to determine the correct form of verb e.g. “*The girls EAT every day*” BUT “*The girl EATS every day.*”
- Look at time words to make sure the TENSE is chosen correctly: e.g.” *Yesterday the girls ate their food.*” BUT “*Today the girls eat their food.*”

3.1 are walking	3.2 will see
3.3 has	3.4 makes
3.5 were	3.6 make
3.7 have	3.8 are
3.9 shall	3.10 was

1 mark each correct answer

(10 x 1) [10]

**QUESTION 4:**

4.1 exceptional	4.2 climbed
4.3 up	4.4 Looking [MUST be capital letter]
4.5 her	4.6 crumbled
4.7 were	4.8 Communication [capital letter]
4.9 has come	4.10 it's
4.11 exciting	4.12 did
4.13 promotions	4.14 youngest
4.15 goal	[15]

**SESSION 7: TOPIC: DIRECT AND INDIRECT SPEECH**

**Learner Note:** You need to do many different examples of rewriting direct speech into reported speech, since it is also a section of the syllabus that many of you struggle with. The more examples you do, the better you will understand what to do. Practise how to report a variety of sentence types like questions, statements and exclamations. Remember to study the additional notes.

In the Language Exam Paper, you will mainly be asked to rewrite direct speech into the reported speech (indirect). Rewriting sentences into reported speech will be done from a specific text and within context for example the cartoon: the direct speech of a character might be given to be rewritten into reported speech.

In the Language Exam Paper only 2-6 marks might be allocated to this session, but you still need to practise to reach perfection.

**SECTION A: TYPICAL EXAM QUESTIONS**

**HINT:** The rule in Reported Speech is that **all verbs** in the spoken words (Direct Speech) go **one step** into the past when it is rewritten as Reported speech. **He said: “She ate the peach.” – He said that she had eaten the peach.** OR They said:” We are eating our lunch.” – They said that they were eating their lunch.

**Learner Note:**

It is NOT just a case of taking the verbs back to the past tense! You must understand the concept of taking the verb(s) one step into the past: is – was; was – had been OR go – went; went – had gone OR eat – ate; ate – had eaten. It is, therefore, important that you know the THREE main columns of the verb. These VERB columns can be found in most text books. Your teacher will expect of you to study small parts of the verb lists every week. It will help with your understanding of Direct/Indirect Speech as well as Active and Passive voice.

**Example of Verb Columns:** eat – ate – had eaten

go – went – had gone

**Learner Note:** Remember to study the additional notes (Section C) before you attempt these questions – or if you get stuck, you may refer to your notes.

Remember: **Correct punctuation** – “ “are thrown away in reported speech.

**Personal pronouns** often change – “I” might change to “me”

**Time words** change – “today” becomes “that day” or “yesterday” becomes “the previous day”

When a question or exclamation is reported, **punctuation marks like? or !** are not used.

The **correct introductory word** must be used:

Question – “He asked if/whether ....”

Statement – “He said that ....”

Exclamation – “He exclaimed .....” or “He shouted ....”

An order – “He ordered her to .....

**QUESTION 1: 20 minutes**

*(Taken from various old exam papers)*

**Rewrite the following Direct Speech sentences into the Reported Speech.**

1.1 The boy shouted, “They are busy eating all the sweets.”

1.2 “There is nothing wrong with your blood pressure,” said the doctor.

1.3 The teacher told them: “Water expands when forming ice.”

1.4 I said: “I want to meet you after school.”

1.5 The class shouted: “We have finished our work!”

1.6 The patient complained, “We have not been given any food to eat.”

1.7 The scientist stated: “The earth revolves around the sun.”

1.8 “I have not eaten anything since Monday,” the poor girl said. [24x½=12 marks]

**QUESTION 2: 10 minutes**

*(Taken from various old exam papers)*

**Rewrite in reported speech**

2.1 The teacher said: “Tomorrow the clothes must be brought back here.” (2)

2.2 “A year ago I bought this car,” she told her daughter. (2)

2.3 “Please, let me try and do it my way,” he begged. (2)

2.4 The army officer shouted: “Run faster, you fools!” (2)

2.5 The teacher said: “Thank you my dear.” (2)

**Turn the following into direct speech**

2.6 Cathy begged her mother to let her go to the party, but her mother refused with a strict voice. (2)

**\*\* (Just reverse the process and remember to add punctuation marks and inverted commas!) [12]**

**QUESTION 3: 10 minutes***(Taken from various old exam papers.)***3.1 Punctuate the following examples of direct speech correctly.**

3.1.1 susan asked is my dress ready for the dance tomorrow night

3.1.2 yes it is ready replied her mom

3.1.3 wow this is wonderful it is so beautiful exclaimed susan

**3.2 Correct the errors in these examples of direct speech**

3.2.1 The manager asked, 'Is your food fine, Mam'?"

3.2.2 Yes, it's delicious', I replied."

**[30 x ½ = 15]****SECTION B: ADDITIONAL CONTENT NOTES**

**There are TWO ways of writing down what people say to each other:**

1) Write down exactly (quote) the words of the speaker (Direct speech). **Example:** *"When will you do the work?" asked his manager.*

2) Change the direct words of the speaker to the words of the person reporting the speaker's words (Indirect or Reported Speech). **Example:** *The manager asked him when he would do his work.*

***You can see that the direct speech of the manager changes when it is reported by someone else.***

**HOW? WHAT changes?**

- (a) The **punctuation marks** are thrown away! We do NOT use the inverted commas (" ") in Indirect Speech. We also do not use the ? or ! when we report someone's words.
- (b) There is a change in the **TENSE** used.
- (c) There are **some connecting words** like "that" and "if" when rewriting sentences into Reported Speech.
- (d) Some **pronouns** change.
- (e) **Time words** change.

## Changes of TIME and PLACE WORDS in Reported speech. **STUDY THIS!**

The following table is a summary of how TIME and PLACE words change:

DIRECT SPEECH	INDIRECT SPEECH (Reported Speech)
Tomorrow	the following day
next day/year/week	the following day/year/week
Yesterday	the day before/the previous day
last week/month	the week/month before
Today	that day
This	that
These	those
Now	then
ago (a year ago)	before (a year before)
here	there
will/shall	would/should
Must	ought to/had to
May	might
Can	could

### REPORTING QUESTIONS, COMMANDS AND EXCLAMATIONS

It is not easy to write questions, commands or exclamations into reported speech. We have to use introductory verbs to show that we are reporting a question, command or exclamation.

Examples:

(a) "Are you going to the party?"

She **asked if/whether** she was going to the party.

↓ } connecting word if a question

↘ NO question mark

Verb to

Introduce question

b) "I want to see your work immediately!"

He **requested** to see his/her work immediately.

↓

↘ NO exclamation mark

Verb to introduce

Exclamation/command

(Any appropriate verb may be used)

(c) "How stupid my father is!" said the girl.

The girl **exclaimed** that her father was stupid. → NO exclamation mark



(d) What if you address someone in the direct speech?

“You!” You’re the most selfish person on earth,” she exclaimed.

She **exclaimed** that he/she was the most selfish person on earth.

(The “you” is left out of the reported speech)

OR

“Come, darling, let’s go home, “ said the mother.

The mother suggested **to her child** that they had to go home.(or should go home)

} “darling” is left out and replaced by “to her child” because she was talking to her child

### PUNCTUATION WHEN USING DIRECT SPEECH

(a) A comma or a colon can be used before the direct speech

He replied: “I don’t know the man.”

He replied, “I don’t know the man.”

(b) The reporting clause may **come before or after** the direct speech.

He replied: “I don’t know the man.”

“I don’t know the man,” he replied.

(c) ALL the punctuation that goes **with the direct speech** must go **inside** the quotation marks. All other punctuation marks go **outside** the quotation marks.

“Where is the museum?” asked the man.

“Did he say ‘This is a hijack’?” asked the frightened man.

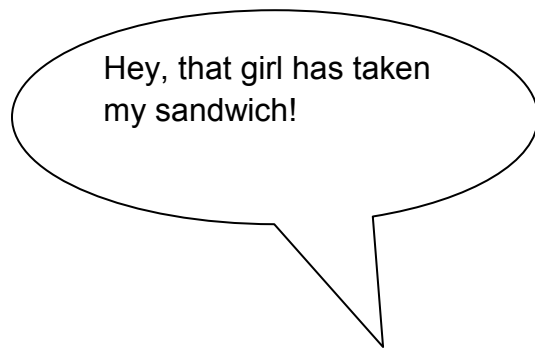
} a direct quote of someone else but still part of the direct speech of the man

## SECTION C: HOMEWORK

**Learner Note:** Try to ensure that you answer the questions in the allocated time frames. If you get stuck, you should refer either to the additional notes or your class teacher. Questions should take **about 20 - 30 minutes** to complete.

### HOMEWORK EXERCISE: 30 minute

1. Rewrite the following conversation into reported speech. (7)



2. Look at the cartoon picture on the next page and rewrite the words spoken by the girl into:

(Cartoon taken from: DoE Gr 12 Exam paper, Nov. 2006)

- 2.1 Direct Speech (with correct punctuation) (2)  
 2.2 Reported Speech (Start with: Betty said ..... ) (3)

3. Rewrite the following examples of Direct Speech using the correct punctuation.

- 3.1 mary shouted they stole my car (3)  
 3.2 are we going to the movies today asked Betty (2)  
 3.3 she is working so hard And i feel sorry for her the girl said (3)

4. Correct the punctuation. Rewrite the sentences.

- 4.1 Peter wanted to know", May I bring my friends too"? (2)  
 4.2 'catch the man"! , shouted the soldiers. (2)  
 4.3 Hallelujah"! she exclaimed. (1)

**[25]**



[ACAT/ABET Curriculum "Management & Entrepreneurship"]

## SECTION D: SOLUTIONS AND HINTS TO SECTION A



### Learner Note:

When marking reported Speech,  $\frac{1}{2}$  mark is usually given for every correct word or change made from Direct into Reported Speech. Mark allocation may give you an indication of how many words may change when you write a sentence into reported speech.

Example: I said: "I want to meet you after school."

$\frac{1}{2}$   $\frac{1}{2}$   $\frac{1}{2}$   $\frac{1}{2}$

I said that I wanted to meet her/him after school. ( $\frac{1}{2} \times 4 = 2$  marks)

She/He said that he/she wanted to meet her/him after school.

### QUESTION 1

See Learner's Note above for hints on how Reported Speech is marked.

**Suggested Memo:** [*Underlined words* are the correct words/changes that will be given marks for]

- The boy shouted that they were busy eating all the sweets.
- The doctor said that there was nothing wrong with her/his blood pressure.
- The teacher told them that water expands when forming ice. (General truth DOESN'T change tense)
- I said that I wanted to meet her/him after school.  
OR  
She/he said that she/he wanted to meet her/him after school.
- The class shouted that they had finished their work.
- The patient complained that they had not been given any food to eat.
- The scientist stated that the earth revolves around the sun.  
(General truth DOESN'T change tense)
- The poor girl said that she had not eaten anything since Monday.

[ $24 \times \frac{1}{2} = 12$  marks]

## QUESTION 2

### Suggested Memo

2.1 The teacher said **that** (✓) the clothes **had to** (✓) be brought back **there** (✓) **the following day.** (✓) (4x½=2)

OR

2.1 The teacher said **that** the clothes **should be** brought back **there the following day.** (4x½=2)

2.2 She told her daughter **that** (✓) **she had bought** (✓) **that** (✓) car a year **before.** (✓) (2)

2.3 He begged **her/him** (✓) **to let** (✓) **him** (✓) try and do it **his** (✓) way. (2)

2.4 The army officer shouted **at the soldiers** (✓) **to run faster.** (✓) (2)

2.5 The teacher **thanked** (✓) **the child.** (✓) (2)

2.6 "May I please go to the party?" Cathy asked. "No!" her mother replied strictly. **[Or any other acceptable answer – use own judgement.]** (2)

TOTAL = 12

## QUESTION 3

- Focus on correct punctuation.
- The correct punctuation marks that marks must be given for, will be in BOLD. :

### MEMO

3.1.1 Susan asked: **"Is my dress ready for the dance tomorrow night?"**

OR

Susan asked, "Is my dress ready for the dance tomorrow night?"

3.1.2 **"Yes, it is ready,** "replied her mom.

3.1.3 **"Wow! This** is wonderful. **It** is so beautiful!" exclaimed Susan.

3.2.1 **The** manager asked, "Is your food fine, Mam?"

3.2.2 **"Yes, it's delicious,"** I replied. [30x½= 15 marks]



## SECTION A: TYPICAL EXAM QUESTIONS

**Learner Note:** You have to make sure that you can identify the SUBJECT, VERB and OBJECT of a sentence before you will be able to write Passive Voice sentences. The first exercise will test only your knowledge on subjects, verbs and (direct) objects.

**QUESTION 1: 10 minutes**

*(Taken from own exam papers)*

**Underline the Subject, Verb (and Direct Object where applicable) and indicate it by writing an “S”, “V” or “DO” above the correct word.**

S      V      D O

**Example:** The dog catches the ball. (Active Voice)

The ball is caught (by the dog). (Passive Voice)

↓      } Verb changes

direct object becomes new subject

- |      |   |     |
|------|---|-----|
| 1.1  | The taxi hit the pedestrian.                                  | (3) |
| 1.2  | My father asked the driver to stop.                           | (3) |
| 1.3  | I slept well last Friday night.                               | (3) |
| 1.4  | The teacher will tell you the answer when she comes to class. | (3) |
| 1.5  | My cousin wrote me a long letter from Holland.                | (3) |
| 1.6  | Last week she covered all her school books given to her.      | (3) |
| 1.7  | Lightning struck the house twice.                             | (3) |
| 1.8  | Italy won the 2006 Soccer World Cup.                          | (3) |
| 1.9  | They are analysing the test results.                          | (3) |
| 1.10 | The police officer caught the burglar red-handed.             | (3) |

[30]

**QUESTION 2: 25 minutes (NOTE: NUMBERED AS 3 IN THE SCANNED QUESTIONS)**

**Learner Note:** The next question is taken from a past old GDE ENG (FAL) Language paper and doesn't only contain questions on Active and Passive Voice. The question typically shows how the language questions are asked, and also includes a question or two on the rewriting of active voice into passive voice. (Keep the numbering as indicated in question.)

**Complete the fill in exercise below and also answer the questions that follow.**

(Write down only the number and correct answer)

**THEFT AT THE CAMERA SHOP**

A manager and a shop assistant discover that a number of expensive cameras have been stolen from their shop.

Manager: (*Angry and upset*) How could this have 3.1.1 (happen)? You were here all the time, 3.1.2 (be) you?

Assistant: Yes, Sir - but...

Manager: I cannot imagine how these 3.1.3 (thief) managed to get away 3.1.4 (...) more than twelve thousand rands worth of digital cameras.

Assistant: Sir, they must have stolen them from the boxes that 3.1.5 (be) on the trolley. I was attending 3.1.6 (...) another customer and only later found that the boxes had 3.1.7 (be empty).

Manager: Let's look at the security video tape.  
*Both watch the tape that the security cameras recorded* 3.1.8 (*early*).  
Oh no! This is 3.1.9 (opposite of 'useful'); the image is 3.1.10 (to/two/too) grainy!

Assistant: Hold on, it's getting better, I think we may have something here. Look at that woman trying to grab the 3.1.11 (demonstrate) camera 3.1.12 (chain) to the counter.

Manager: Look! She and that man 3.1.13 (now move) towards the trolley at the back of the shop. We've got them! This is all the evidence the police need.

Assistant: Good thing the security camera 3.1.14 (install) last week!

(14)



## ENGLISH FIRST ADDITIONAL LANGUAGE GRADE12 SESSION 7 SELF STUDY (LEARNER NOTES)

3.2 Rewrite the sentence starting with the underlined words.

The assistant was taking the new digital cameras to the storeroom. (2)

3.3 Combine the following sentences by giving the missing words in 3.3.1 and 3.3.2 below:

A digital camera captures a picture.  
A digital camera records sound.

A digital camera does not only 3.3.1 (...) a picture but 3.3.2 (...) records sound. (2)

3.4 Read the quotation and choose the best answer.

Assistant: Hold on, it's getting better, I think we may have something here.

The assistant's tone is ...

- A excited.
- B frightened.
- C sarcastic.
- D nervous. (1)

3.5 Report what the manager said, starting with the words given:

Manager: We've got them! This is all the evidence the police need.

The manager exclaimed that they had got them and added ... (3)

3.6 Rewrite the following sentence to show that you do not agree. Start with:  
No, the police ...

The police went public with the culprit's photo. (1)

3.7 Complete the passage below:

Less than three weeks later, Jack McDonald was arrested. He was 3.7.1 (...) home and they charged 3.7.2 (...) with theft. (2)  
[25]

## SECTION B: ADDITIONAL CONTENT NOTES

**NOTE:** What happens when we rewrite a sentence into the PASSIVE VOICE?

- (a) The DIRECT object of the verb becomes the SUBJECT.

Example: The girl eats ***the apple*** – The **apple** is eaten (by the girl).

- (b) The VERB is changed according to the correct TENSE. Although the verb changes, the TENSE stays the same.

Example: The girl **eats** the apple – The apple **is eaten** (by the girl).

→ verb stays in the present indefinite tense ←

- (c) The SUBJECT of the verb becomes the one “BY” whom the action is done. We indicate this by using the preposition “by” to introduce the person.

Example: **The girl** eats the apple – The apple is eaten BY **the girl**.

↳ Subject

↳ WHO does action? The girl

**Learner Note:** 1. The phrase containing “**by**” **whom the action** is done, doesn’t always need to be added. In most sentences it is fine to leave out “by him” or “by her” etc. Example: They stole the car – the car was stolen. (by them)

2. The next summary **should be studied** before you attempt Passive and Active voice Exercises. The main tenses will be dealt with.

TENSE	ACTIVE VOICE	PASSIVE VOICE
Present Indefinite Tense (Simple Present tense)	<p>Singular: She <u>eats</u> the apple.</p> <p style="text-align: right;">↘ <b>Look at verb to determine tense</b></p> <p>Plural: She <u>eats</u> the apples.</p>	<p>The apple <b><i>is eaten</i></b> by her.  <b>Look at concord: apple = singular subject = IS</b></p> <p>The apples <b><i>are eaten</i></b> by her.  <b>Concord: Apples = plural subject = ARE</b></p> <p><b>Is/are+ 3<sup>rd</sup> column of the verb (past participle)</b></p>
Past Indefinite Tense (Simple Past Tense)	<p>Singular: She <u>ate</u> the apple.</p> <p style="text-align: right;">↘ <b>Look at verb to determine tense</b></p> <p>Plural: They <u>ate</u> the apples.</p>	<p>The apple <b><i>was eaten</i></b> by her.  <b>Concord: apple = singular subject = WAS eaten</b></p> <p>The apples <b><i>were eaten</i></b> by them.  <b>Concord: apples = plural = WERE eaten</b></p> <p><b>Was/were + 3<sup>rd</sup> column of the verb (past participle)</b></p>

<b>Future Indefinite Tense (Simple Future)</b>	<i>I, we: shall</i> <i>The rest: will</i> He will phone <u>me</u> .  He will phone <u>her</u> .	<u>I shall</u> be phoned (by him) ↳ <i>the verb used depends on the <u>subject of the passive voice</u> sentence and NOT on the subject of the Active Voice sentence!</i> <u>She will</u> be phoned (by him)  <b>Will/shall+be+3<sup>rd</sup> column of verb</b>
<b>Present Continuous Tense</b>	Singular: I <u>am eating</u> an apple.  Plural: I <u>am eating</u> the apples.	When you see the –ING added to the verb, you know that you are in the <b>Continuous Tense</b> . An – <b>ing</b> verb ending, means you must use the auxiliary verb <b>BEING</b> in the PASSIVE voice.  <u>An apple is being</u> eaten by me.  <u>The apples are being</u> eaten by me.  <b>Is/are +being + 3<sup>rd</sup> column of verb</b>
<b>Past Continuous Tense</b>	Singular: She was eating <b>the apple</b> .  Plural: She was eating <b>the apples</b> .	<u>The apple was being</u> eaten (by her.)  The <u>apples were being</u> eaten (by her.)  <b>Was/were + being + 3<sup>rd</sup> column of verb</b>

<b>Present Perfect Tense</b>	<p>Singular: She has eaten <u>the apple</u>.</p> <p>↘ <i>Object = singular = one apple. This will change to a singular subject in Passive Voice.</i></p> <p>Plural: They have eaten <u>the apples</u>.</p> <p>↘ <i>Object = plural = apples. This will change to a plural subject in Passive voice.</i></p>	<p>The <u>apple</u> <b>has been</b> eaten by her.</p> <p>The <u>apples</u> <b>have been</b> eaten by them.</p> <p><b>Has/have + been + 3<sup>rd</sup> column of verb</b></p>
<b>Past Perfect Tense</b>	<p>She <u>had eaten</u> the apple. }  <b>There is no difference between singular and plural – both use HAD.</b>          They <u>had eaten</u> the apples.</p>	<p>The <u>apple</u> <b>had been</b> eaten by her.</p> <p>The <u>apples</u> <b>had been</b> eaten by them.</p> <p><b>Had + been + 3<sup>rd</sup> column of verb</b></p>

### SECTION C: HOMEWORK



**Learner Note:** You need to ensure that you are able to answer the questions in the allocated time frames. If you get stuck, you should refer either to the additional notes or your class teacher.

Spend about **25 – 30 minutes** on the homework exercise.

### QUESTIONS: 30 minutes

1. Look at the following newspaper headlines. Write down whether they are in the ACTIVE or the PASSIVE voice. (Only number and answer)

- 1.1 Forty injured in plane crash.
- 1.2 Oprah arrives in South Africa.
- 1.3 Gold price rises.
- 1.4 Murderer sentenced to thirty years.
- 1.5 SA wins Soccer World Cup!

(5)

2. Rewrite these incorrect sentences into the Active voice so that they make sense.

2.1 My pocket money is had by me in a bank account.

2.2 The sick man's tablets were swallowed by him.

2.3 The headache was had by her.

2.4 The beach was crashed onto by the waves.

2.5 The tree was sung in by the birds. (10)

(Question 2 taken from: *FOCUS Study Guide*, p191, Maskew Miller Longman)

3. Rewrite the following sentences starting with the words given.

3.1 The bus killed four pedestrians.

Four pedestrians \_\_\_\_\_

3.2 My father asked the taxi driver to stop.

The taxi driver \_\_\_\_\_

3.3 I slept well last night.

I slept \_\_\_\_\_

3.4 He will tell you the story when he comes.

You \_\_\_\_\_

3.5 My brother is building a fancy house.

A fancy house \_\_\_\_\_

3.6 He scolded me because I didn't listen.

I \_\_\_\_\_

3.7 The teachers had given the learners their homework.

The learners \_\_\_\_\_

3.8 Elephants have destroyed a car in the Kruger Park.

A car \_\_\_\_\_

3.9 We were all playing soccer when it started raining.

Soccer \_\_\_\_\_

3.10 The fire is melting the precious metals.

The precious metals \_\_\_\_\_ (20)

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## SECTION D: SOLUTIONS AND HINTS TO SECTION A

### QUESTION 1

**Learner Note:** To decide what is the **SUBJECT, VERB or Direct Object** of the sentence, the following questions can be asked: **WHO/WHAT** does the action? = SUBJECT; **WHAT** is the action? = VERB; **WHO/WHAT** directly **receives** the action? = DIRECT OBJECT.

#### Suggested Memo

- S    V       DO
- 1.1 The taxi hit the pedestrian. (3)
- S       V       DO
- 1.2 My father asked the driver to stop. (3)
- S    V       + 1 mark for NOT marking a DO
- 1.3 I slept well last Friday night. (3)
- S       V       DO
- 1.4 The teacher will tell you the answer when she comes to class. (3)
- S       V       DO
- 1.5 My cousin wrote me a long letter from Holland. (3)
- S       V       DO
- 1.6 Last week she covered all her school books given to her. (3)
- S       V       DO
- 1.7 Lightning struck the house twice. (3)
- S    V    DO
- 1.8 Italy won the 2006 Soccer World Cup. (3)
- S       V       DO
- 1.9 They are analysing the test results. (3)
- S       V       DO
- 1.10 The police officer caught the burglar red-handed. (3)

**[30]**

**QUESTION 2***(GDE Exam Paper Nov 2006)*

- Make sure learners number correctly – common mistake!:

- ✓ 3.1.1 happened
- ✓ 3.1.2 weren't
- ✓ 3.1.3 thieves
- ✓ 3.1.4 with
- ✓ 3.1.5 were/ are
- ✓ 3.1.6 to
- ✓ 3.1.7 been emptied
- ✓ 3.1.8 earlier
- ✓ 3.1.9 useless
- ✓ 3.1.10 too
- ✓ 3.1.11 demonstration/demo
- ✓ 3.1.12 chained
- ✓ 3.1.13 are (now) moving
- ✓ 3.1.14 was installed

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3.2 The new digital cameras ✓ ✓ were being taken to the storeroom by the assistant. (2)

**[Spelling of underlined verb must be correct. Ignore spelling in rest of sentence]**

- ✓ 3.3.1 capture
- ✓ 3.3.2 also

(2)

- ✓ 3.4 A – excited

(1)

3.5 The manager exclaimed that they had got them and added that ✓ that ✓ was all the evidence the police ✓ needed. (3)

- ✓ 3.6 No, the police didn't/did not go public with the culprit's photo. (1)

**[Spelling in sentence, word order and verb must be correct]**

- ✓ 3.7.1 at
- ✓ 3.7.2 him

(2)

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