



ENGLISH HL

GRADE 12

19 FEBRUARY 2022

**PREPARATION FOR TASK 5 & PAPER 1: LANGUAGE STRUCTURES**

RESOURCES: English Handbook and Study Guide and X-KIT Achieve

**Revise all your language structures for Question 5 in PAPER 1.**

**Look out for the following LANGUAGE ERRORS.**

1. **Split infinitive** – when one or more words are inserted between the ‘to’ and the base form of an infinitive verb.  
*Examples: I expect him **to completely fail** in this task. (to fail completely)  
to **boldly** go (to go *boldly*)*
2. **Redundancy or tautology** – states the same thing twice in slightly different wording  
*Examples: In my personal opinion, we should postpone this until later.*  
(Opinions are always personal, and when something is postponed, it is always postponed until later – In my opinion, ....)  
*Example: You need to reverse backwards. (You need to reverse.)*
3. **Verbosity or circumlocution** – when too many words are used / ‘talking around’ or ‘talking in circles’.  
*Examples:*
  - Up until the current time, the municipality made no objections to the festival.  
(*The municipality had not previously objected to the festival.*)
  - at this point in time (*now*)
  - a structure in your room which you sleep on (*bed*)
4. **Ambiguity** – when it is unclear how something is meant to be interpreted.  
*Example: Let’s eat Grandma. (Let’s eat, Grandma)*
5. **Comma splice** – when a comma is used to join sentence, and it is an error.  
*Example: I walked after her, I started running.*
6. **Use of ‘it’s’ to show possession – it’s = it is**
7. **Error of case** – when a subject pronoun is used in the object of the sentence and vice versa.  
*Example: She invited you and I. (She invited you and **me**)*  
*Example: The mugged tourist **who** I helped was grateful. (The mugged tourist whom I helped...)*
8. **Number or amount?**  
**Amount:** Used for uncountable nouns e.g. water, bravery  
**Number:** Used for countable nouns e.g. dog, year, people
9. **Few or less?**  
**Fewer:** Used for countable nouns e.g. cookies  
**Less:** Used for uncountable nouns e.g. milk

**10. Malapropism: Incorrect word** used accidentally in place of another word with a **similar sound** which creates humour.

*Example:* “He was a man of great **statue**.”—Thomas Menino, Boston mayor  
(*stature*)

“It is beyond my **apprehension**.”—Danny Ozark (*comprehension*)

**11. Spoonerisms:** corresponding similar sounds in words are switched

*Example:* You have **hissed** the **mystery** lectures. (*missed the history*)  
**bunny phone** (*funny bone*)

**12. Misrelated participle:** the subject is usually omitted, and the verb is reduced to a gerund-participle form (-ing).

*Example:* Climbing down the tree, one of the eggs broke. (*As he was climbing down the tree, one of the eggs broke.*)

**13. Gerund:** A present participle that functions as a **NOUN**

*Example:* **Skiing** is something I like to do.

**Participles:** a word formed from a verb (e.g. *going, gone, being, been*) and used as an adjective (e.g. *working woman, burnt toast*) or a noun (e.g. *good breeding*). In English participles are also used to make compound verb forms (e.g. *is going, has been*).

Geoffrey is washing the dishes. *is = auxiliary verb*    washing = **present participle**

Geoffrey has washed the dishes. *has = auxiliary verb*    washed = **past participle**

**14. Ambiguity:** a statement which **contains more than one meaning** and it leads to confusion, **vagueness and unintentional humour**.

*Examples:*

**14.1 Ribbon Cutting for Breastfeeding Room**

The room does breastfeeding.

The room is designed for breastfeeding moms.

**14.2 Kids Make Nutritious Snacks**

Kids, when cooked well, can make nutritious snacks.

Kids know how to prepare nutritious snacks.

**14.3 Farmer Who Shot 23-lb Grasshopper Found Dead**

The grasshopper was found dead.

The farmer was found dead.

**15. Pun: a play on words** that produces a **humorous** effect by using a word that suggests **two or more meanings**.

*Examples:*

The best way to communicate with a fish is to **drop them a line**. (*to phone*)

Why are fish so smart? Because they **live in schools**. (*buildings / group = collective noun*)

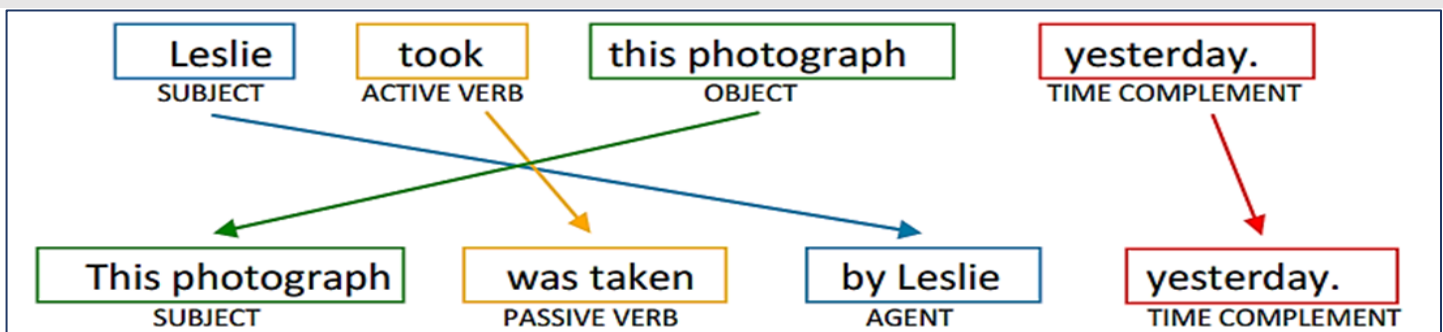
What do you call a knight who is afraid to fight? **Sir Render** (*surrender*)

**16. Concord:** Refer to pages 5 – 6

## SENTENCES CLASSIFIED AS SIMPLE / COMPOUND / COMPLEX

SIMPLE SENTENCE	COMPOUND SENTENCE	COMPLEX SENTENCE
<p>e.g., Jane <u>reads</u> a book.</p> <ul style="list-style-type: none"> <li>one finite verb (<b>reads</b>)</li> <li>one idea</li> </ul>	<p>e.g., Jane <b>reads</b> a book <b>and</b> <b>works</b> on her computer at home.</p> <p><b>**simple sentence + simple sentence = COMPOUND SENTENCE</b></p> <ul style="list-style-type: none"> <li>Two <b>finite verbs</b>, (<b>reads, works</b>),</li> <li>two simple sentences joined by a <b>co-ordinating conjunction</b> (<b>and</b>)</li> </ul>	<p>e.g., Thabo <b>received</b> his results <b>while</b> he <b>was recuperating</b> in hospital <b>after</b> he <b>had broken</b> his leg.</p> <p><b>Main clause + subordinate clause(s) = COMPLEX SENTENCE</b></p> <p># Thabo received his results: one <b>main clause</b> (one idea; one finite verb – ‘<b>received</b>’) The <u>main clause</u> can stand on its own.</p> <p># <b>while</b> he <b>was recuperating</b> in hospital / <b>after</b> he <b>had broken</b> his leg. - <u>one or two subordinate clauses</u> (<b>depend on</b> the main clause; have a <b>finite verb</b>; provide <b>additional information</b>; they are joined by <b>subordinating conjunctions</b> (connecting words – ‘<b>while</b>’ and ‘<b>after</b>’) The <u>subordinate clause</u> <b>cannot stand alone</b>.</p>

## CHANGE FROM ACTIVE TO PASSIVE FORM



### A. Simple Present Tense: kicks ►► is / are kicked

1. The boy kicks the ball. (The ball is kicked by the boy.)

### B: Simple Past Tense: kicked ►► was / were kicked

2. The boy kicked the ball. (The ball was kicked by the boy.)

### C: Simple Future Tense: will /shall kick ►► will be kicked

3. The boy will kick the ball. (The ball will be kicked by the boy.)

### D: Present Continuous Tense: is kicking ►► is being / are being kicked

4. The boy is kicking the ball. (The ball is being kicked by the boy.)

### E: Past Continuous Tense: was/were kicking ►► was being / were being kicked

5. The boy **was** kicking the ball. (*The ball was being kicked by the boy.*)

**F: Future Continuous Tense:** **will be** kicking ►► **will be** kicked

6. The boy **will be** kicking the ball. (*The ball will be kicked by the boy.*)

**G: PRESENT PERFECT TENSE:** **has/have** kicked ►► **has/have been** kicked

7. The boy **has** kicked the ball. (*The ball has been kicked by the boy.*)

**H: PAST PERFECT TENSE:** **had** kicked ►► **had been** kicked

8. The boy **had** kicked the ball. (*The ball had been kicked by the boy.*)

**I: FUTURE PERFECT TENSE:** **will have** kicked ►► **will have been** kicked

9. The boy **will have** kicked the ball. (*The ball will have been kicked by the boy.*)

**Change the INTERROGATIVE (question) into PASSIVE**

10. Are you writing a letter? (*Is a letter being written by you?*)

**Change the IMPERATIVE (command) into PASSIVE**

11. Help him! (*Let him be helped!*)

**Change 'MUST' into PASSIVE**

12. He **must** deliver the letters. (*The letters must be delivered by him.*)

**REPORTED SPEECH: CHANGES OF VERBS**

TENSE	DIRECT SPEECH	TENSE	REPORTED SPEECH
PRESENT SIMPLE V/Vs (do, does)	"I work hard."	PAST SIMPLE Ved/V2 (did)	He said that he worked hard.
PRESENT CONTINUOUS am/is/are + Ving	"I am working hard."	PAST CONTINUOUS was/were + Ving	He said that he was working hard.
PAST SIMPLE Ved/V2 (did)	"I worked hard."	PAST PERFECT had + Ved/V3	He said that he had worked hard.
PAST CONTINUOUS was/were + Ving	"I was working hard."	PAST PERFECT CONTINUOUS had been + Ving	He said that he had been working hard.
PRESENT PERFECT have/has + Ved/V3	"I have worked hard."	PAST PERFECT had + Ved/V3	He said that he had worked hard.
PRESENT PERFECT CONTINUOUS have/has been + Ving	"I have been working hard."	PAST PERFECT CONTINUOUS had been + Ving	He said that he had been working hard.
FUTURE SIMPLE will + V	"I will work hard."	CONDITIONAL would + V	He said that he would work hard.

The **VERB** must agree with its **SUBJECT** in **number** and **PERSON** (nouns)

<p><b>1. Two subjects joined by AND take a plural verb.</b>          Mary and Jane <u>are /is</u> sisters.          The hen and the chickens <u>are /is</u> in the garden.</p>	<p><b>8. TAKE CARE</b> when the verb stands before the subject, the verb must agree with the subject. (Singular verb = singular noun and plural verb = plural noun.)</p> <p>a) There <u>is /are</u> a cow and two calves in the camp.          b) There <u>are /is</u> students who work hard.</p>
<p><b>2. When two subjects are joined by EITHER...OR.../ ...NEITHER...NOR the verb agrees with the noun or pronouns closest to the verb.</b></p> <p>a) Neither you nor I <u>am /are</u> responsible.          b) Either the hen or the chickens <u>are /is</u> in the shed.</p>	<p><b>9. For “PART OF” a singular uses a singular verb AND for “PART OF” a plural uses a plural verb.</b></p> <p>a) Half of the cake <u>is /are</u> mine.          b) Half of the students <u>is /are</u> ill.</p>
<p><b>3. When two nouns or pronouns are joined with LIKE, WITH, TOGETHER WITH, AS WELL AS or INCLUDING the verb agrees with the first noun.</b></p> <p>a) The hen as well as the chickens <u>is /are</u> in the garden.          b) I, like my brothers, <u>am /are</u> very lazy.</p>	<p><b>10. MORE THAN ONE, MANY A, NOTHING BUT, ONE IN (SIX) takes a singular verb.</b></p> <p>a) Nothing but a few baboons <u>was /were</u> seen.          b) One in two students <u>fails /fail</u> every year.</p>
<p><b>4. When two subjects are joined by OR the verb agrees with the nearer one to the verb.</b></p> <p>a) The three roosters or the lamb <u>is /are</u> to be slaughtered.          b) The lamb or the three roosters <u>is /are</u> to be slaughtered.</p>	<p><b>11. Two singular nouns which combine to FORM ONE IDEA take a singular verb.</b></p> <p>a) Bacon and eggs <u>is /are</u> his favourite breakfast dish.          b) A bed and breakfast guest house <u>is /are</u> fine.</p>
<p><b>5. The nouns NEWS, SERIES, INNINGS, GALLOWS, PHYSICS, MATHEMATICS and POLITICS take a singular verb.</b></p> <p>a) The news <u>is</u> bad.          b) A series of engagements <u>is /are</u> keeping him in town.</p>	<p><b>12. NOTE: The number of the verb in:</b></p> <p>a) The wages of sin <u>is /are</u> death.          b) His wages <u>are /is</u> R300 a week.          c) What we want most <u>is /are</u> more books.          d) His present whereabouts <u>is /are</u> unknown.          e) He is one of those students who <u>are /is</u> always late.</p>

<p><b>6. The nouns SPORTS, RICHES, TROUSERS, PANTS, SHORTS, SHEARS, SCISSORS, PLIERS, TONGS, TWEEZERS, CLIPPERS, COMPASSES, PINCERS, BELLOWS AND THANKS take plural verbs.</b></p> <p>a) The scissors <u>are /is</u> blunt.  b) The clippers <u>are /is</u> broken.</p> <p><b>NOTE:</b>  With a PAIR the singular form of the verb is used.</p> <p>c) My pair <b>of</b> compasses <u>is /are</u> lost.</p>	<p><b>13. Take NOTE of the following singulars and plurals.</b></p> <p>a) this, that, much, little      SINGULAR  b) these, those, many, few      PLURAL  c) The number of ....      SINGULAR  d) A number of ...      PLURAL</p>
<p><b>7. Nouns of multitude such as COMMITTEE, COUNCIL, GOVERNMENT, COMPANY, ARMY, FLEET, FRUIT, GAME, MONEY, CROWD, PACK, PARTY usually take a singular verb.</b></p> <p>a) The team <u>has /have</u> been chosen.  b) The government <u>is /are</u> responsible for the drama.</p>	<p><b>14. There must also be an agreement between nouns and pronouns / pronouns and pronouns.</b></p> <p>a) <u>Everybody</u> must do <u>his</u> own work.  b) <u>One</u> must respect <u>ones'</u> parents.  c) <u>You</u> must respect <u>your</u> parents.</p>
<p><b>NOTE: When a group does not act as one it takes a plural verb.</b></p> <p>c) The team <u>are /is</u> cleaning their boots.  d) The crowd <u>were /was</u> scattered after the bomb threat.</p> <p><b>NOTE: PEOPLE, POULTRY, CATTLE always take a plural verb.</b></p> <p>e) The poultry <u>are /is</u> doing well.  f) The people <u>were /was</u> dancing at the ball.</p>	<p><b>15. EACH (of), ONE (of), NEITHER (of), NOT ONE (of), EVERYONE (of), SOMEBODY, SOMEONE, ANYBODY, EVERYBODY, EVERYONE, ANYTHING, EVERYTHING, SOMETHING, NOTHING, EVERY takes a singular verb.</b></p> <p>a) Neither of you <u>is /are</u> to blame.  b) Neither of the girls <u>is /are</u> responsible.</p>

## REGISTER: FORMAL / INFORMAL WRITING

### 1. FORMAL LANGUAGE

#### DICTION (choice of words)

- Words or phrases are based on facts – objective / unbiased / not taking sides (not influenced by personal feelings)
- Sentence structure can be simple, compound, or complex.
- Formal grammar is used

**TONE:** serious / polite / IMPERSONAL / respectful e.g., a job interview, business letter

### 2. INFORMAL LANGUAGE

#### DICTION (choice of words)

##### USED in everyday speech e.g., between friends

- Words or phrases are not always based on facts but on opinions – subjective /biased / taking a side based on personal feelings.
- Sentence structure are simple sentences with abbreviations and contradictions (opposing ideas in one sentence).
- Grammar may be informal by using SLANG and COLLOQUIAL language.

**TONE:** PERSONAL / warm /friendly/unfriendly

#### 2.1 COLLOQUIALISM

##### Requirements

- Casual, conversational tone
- CONTRACTIONS e.g. I'm / we've / she's
- Hi / braai (barbeque)
- Mom / Ma / Dad

#### 2.2 SLANG

##### Requirements

- Made-up language found in a particular place and time
  - Each generation formulates its own brand of slang.
  - These words are 'passing phases' they are always changing – they are used for a short period of time.
  - Slang is used to promote 'hip' or 'cool' image.
  - Certain groups of people make up this language e.g., teenagers
- Examples of words: cool, chick, dude, bro  
Slang is undignified/ disrespectful/insulting but sometimes humorous

### 3. EMOTIVE LANGUAGE appeals to emotions

- Subjective
- Opinions
- Judgements/estimation
- Manipulation/ persuasion
- Hyperbole / repetition /biased /prejudiced
- Emotions, beliefs, personal feelings
- Irrational

#### IN CONTRAST TO EMOTIVE LANGUAGE: FACTUAL INFORMATION

- Objective (not taking a side)
- Facts

- Informative
- Educational (History / Science / generally accepted fact)
- Neutral, impartial
- Evidence

**3.1 SUBJECTIVE:** personal, biased (it is one-sided)

**3.2 OPINION** is based on emotional views of the writer

**3.3 The CONNOTATION** of a word is emotional and has a figurative association.

EXAMPLES:

- What does the word 'dog' imply or insinuate for personal reasons?
- What is the connotation for John and Moses?
- For John it implies a friendly pet.
- For Moses it implies a vicious, dangerous animal as he was attacked by a dog.

**3.4 BIAS / PREJUDICE**

- A personal, pre-conceived belief not based on evidence nor fact.
- It is pre-judging – making up your mind about something or someone before you know the relevant facts. This results from ignorance or generalisations.

(stereotyping)

EXAMPLE: Women are bad drivers.

**3.5 PROPAGANDA**

- Aims to persuade and brainwash the masses with subjective, biased ideas or values.
- The truth is distorted
- Opinions are stated as facts (lies)
- Exaggeration, generalisation, and rhetorical questions are used

**3.6 SENSATIONALISM**

- Deliberate use of dramatic words to excite or horrify
- Often used by the media in headlines
- Often found in propaganda in the form of untruths

**4. JARGON**

- Language used by groups of people or professions
- Medical profession e.g., cardiac arrest
- Golfers e.g., birdies
- Computer Jargon
- Legal Jargon

**5. POLITICALLY CORRECT LANGUAGE**

- In our modern age, avoid words that refer to age, gender, race, social status, physical appearance, physical and intellectual disabilities.
- Replace 'offensive' words with euphemisms
- EXAMPLES: chairperson instead of chairman or chairlady  
Senior citizens instead of old people  
Home executive instead of housewife  
Modern woman referred to as Ms instead of Mrs or Miss.