

## ENGLISH HOME LANGUAGE

GRADE 12

### 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.  
*Example: 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  
*Example: 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: She has a big huge dog. You need to reverse backwards.*  
 (She has a huge dog.)
  
3. **Verbosity or circumlocution** – when too many words are used / ‘talking around’ or ‘talking in circles’  
*Example: 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*)  
 The driveway was not unlike that military training device known as an obstacle course. (*The driveway resembled an obstacle course.*)
  
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*)*

\*\*\*makes it appear that the egg was climbing, which is nonsense

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

*Example: **Eating** ice cream on a windy day can be a messy experience if you have long, untamed hair.*

***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:** 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: 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*)

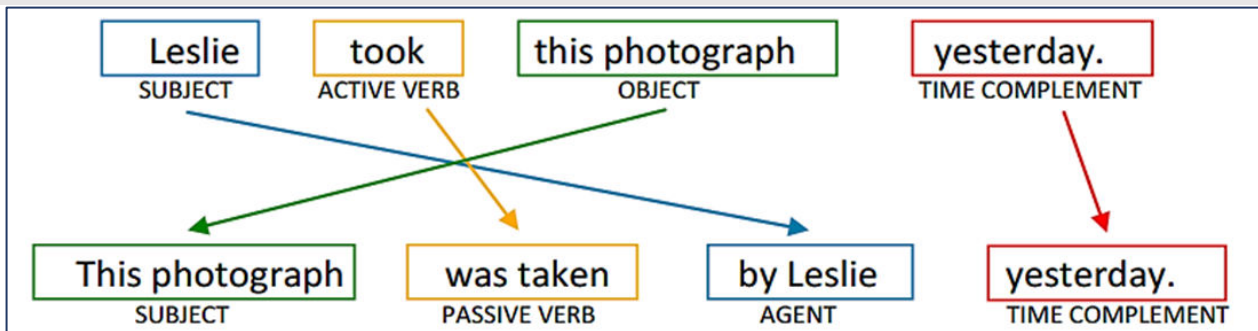
What do you call a knight who is afraid to fight? **Sir Render** (*surrender*)

**16. Concord:** Refer to pages 5 – 7

**SENTENCES CLASSIFIED AS SIMPLE / COMPOUND / COMPLEX**

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

## 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.

### CONCORD

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

**1. Two subjects joined by AND take a plural verb.**

Mary and Jane are/is sisters.  
The hen and the chickens are/is in the garden.

**8. TAKE CARE** when the verb stands before the subject, the verb must be in agreement with the subject. (singular verb = singular noun and plural verb = plural noun.)

- a) There is/are a cow and two calves in the camp.
- b) There are/is students who work hard.

<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 use 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 OF 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>15. EACH (of), ONE (of), EITHER (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><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>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) take a side  
**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
  
- COLLOQUIALISM**  
Requirements
  - Casual, conversational tone
  - CONTRACTIONS e.g. I'm / we've / she's
  - Hi / braai (barbeque)
  - Mom / Ma / Dad
  
- 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

It 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
- Facts
- Informative
- Educational (History / science / generally accepted fact)
- Neutral, impartial
- Evidence

**3.1 SUBJECTIVE:** personal, biased (taking a side – 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. EXAMPLE:

- 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

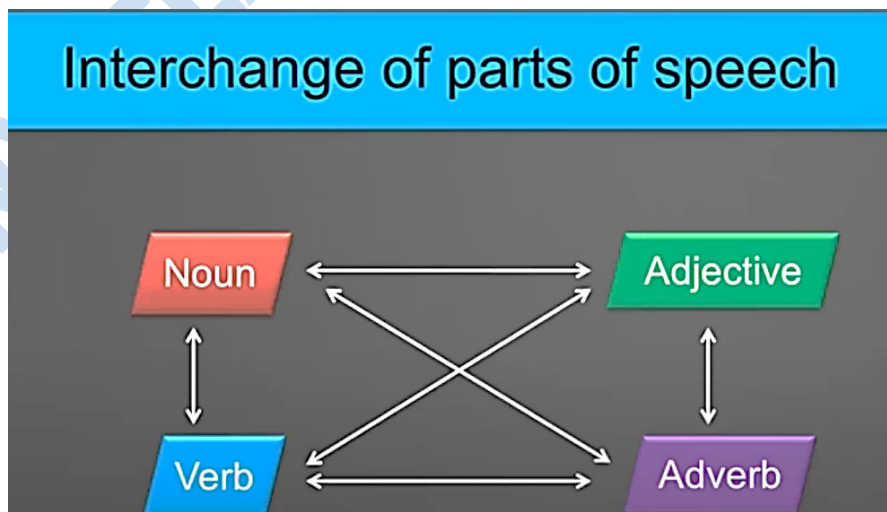
- Language used by groups of people or professions
- Medical profession e.g. cardiac arrest
- Golfers e.g. birdies
- Computer Jargon
- Legal Jargon

### 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.

## HOW TO INTERCHANGE PARTS OF SPEECH

[www.youtube.com/watch?v=y1n6rrUiSZo](http://www.youtube.com/watch?v=y1n6rrUiSZo)



**Rule 1**

To make **Noun** forms use the word **The** or **My** before the given word

solve -	<b>The</b>	solution
judge -	<b>My</b>	judgement
marry -	<b>The</b>	marriage
brilliant -	<b>The</b>	brilliance

**Rule 1**

or to make **Noun** forms use any of the following suffixes

suffix	Noun form	suffix	Noun form
- ness	politeness	- ment	punishment
- tion	proposition	- ity	prosperity
- al	arrival	- ure	expenditure
- ence	preference	- age	breakage
- ency	fluency	- ism	theism
- ance	assistance	- tude	altitude

**Rule 2**

To make **Verb** forms use the word **To** before the given word

calculation -	<b>To</b>	calculate
motivation -	<b>To</b>	motivate
pressure -	<b>To</b>	pressurise
long -	<b>To</b>	lengthen

Rule 2

To make **Verb** forms use the word **To** before the given word

friend -	To	befriend
identification -	To	identify
prison -	To	imprison
bold -	To	embolden

Rule 2

or to make **Verb** forms use any of the following prefixes / suffixes

prefix	Verb form	suffix	Verb form
en -	enrage	- en	deepen
em -	empower	- ise / ize	stabilise
re -	renew	- ate	celebrate
be -	becalm	- ify	terrify
im -	imprison		
in -	indoctrinate		

Rule 3

To make **Adjective** forms use the word **To be** before the given word

fortune -	To be	fortunate
nation -	To be	national
danger -	To be	dangerous
honour -	To be	honourable

Rule 3

To make **Adjective** forms use the word **To be** before the given word

sun - **To be** solar / sunny

moon - **To be** lunar

father - **To be** paternal / fatherly / fatherlike

mother - **To be** maternal / motherly / motherlike

Rule 3

or to make **Adjective** forms use any of the following suffixes

suffix	Adjective form	suffix	Adjective form
- al	directional	- ate	temperate
- ible	sensible	- id	humid
- able	laughable	- ine	alpine
- ous	officious	- ful	helpful
- less	priceless	- like	childlike
- ish	stylish	- ar	polar

**Rule****4**

To make **Adverb** forms put the suffix **ly** at the end of the given word

loud - loudly

accurate - accurately

envious - enviously

handy - handily

Fill in the table

Noun	Verb	Adjective	Adverb
	appear		
		successful	
amusement			

Noun	Verb	Adjective	Adverb
appearance	appear	apparent	apparently
success	succeed	successful	successfully
amusement	amuse	amusing	amusingly

**PUNCTUATION**

## A. CAPITAL LETTERS

1. Sentences always **start** with capital letters.
2. **Proper Nouns** and **Proper Adjectives** need capital letters.
3. The main words in **titles** of books, films or plays are written in capital letters.
4. The first word in **direct speech** is capitalised.

We bought popcorn during intermission.

We visited **M**exico.

We participated in the **M**exican wave.

Lord of the **F**lies

The teacher asked, "Is anyone absent today?"

## B. FULL STOPS ( . )

1. A full stop indicates the **end** of a sentence.
2. Full stops are found after certain **abbreviations**. (see pgs 58-59)

Remember to lock the door.

Prof. abbr. e.g.

(With modern usage full stops are often omitted.) 

## C. COMMAS ( , ) (cause us to pause)

1. We use commas to separate words or phrases in a **list**.
2. Commas indicate where one phrase or clause **ends** and another **begins**.
3. **Additional information**, that could have been inserted in brackets or between dashes, may be separated from the rest of the sentence by a comma or commas.
4. We place commas before and after words such as **however** and **nevertheless**.
5. **Introductory words** or phrases are separated from the rest of the sentence with a comma.
6. Avoid using a comma between **two main clauses**. This is referred to as the **comma splice error**. Rather use a full stop, semi-colon or a conjunction.

We bought books, pens, pencils and erasers for the new school year.

(Note, there is no comma before **and** or **or**.) 

Andre Agassi won his tennis match, to the delight of the spectators.

She obtained an excellent result, a full house of seven distinctions!

Mr Jenkins, the Principal, addressed the pupils and parents.

She was, however, late for the appointment and this caused her to miss the interview.

Once again, I was ignored by the panel of judges.

A Census was taken, the government needed statistics. ✘ (comma splice error) 

A Census was taken. The government needed statistics. ✔

## D. SEMI-COLONS ( ; )

1. The semi-colon is a **long pause** that **balances** two equally important, related or parallel ideas.
2. It also indicates **opposite ideas** (antithesis).
3. It joins **two main clauses** where there is no conjunction.
4. A semi-colon may often be replaced by a **full stop** or by the conjunctions **and**, **but**, **so**, **for** and **although**.

She went by train; she would rather have flown.

In summer she swims; in winter she skates.

She worked hard for the examinations; she had nothing to fear.

She worked hard for the examinations **so** she had nothing to fear.

## E. COLONS ( : )

<ol style="list-style-type: none"><li>1. The colon indicates that a <b>list</b>, an <b>explanation</b> or an <b>idea</b> is following.</li><li>2. It introduces a <b>quotation</b>.</li><li>3. In script writing (<b>dialogue</b>), a colon follows the speaker.</li></ol>	<p>I need to buy the following items: lettuce, tomatoes, cucumbers and carrots.</p> <p>J.F. Kennedy's famous words are: "Ask not what your country can do for you. Ask what you can do for your country."</p> <p>Mrs Brown: Are you going to the Debutante Ball? Cathy: If I find a partner.</p>
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## F. QUESTION MARKS ( ? )

<ol style="list-style-type: none"><li>1. Question marks occur at the end of a <b>question</b>.</li><li>2. <b>Rhetorical questions</b> end in question marks.</li></ol>	<p>"Who won the Oscar for Best Actor this year?"</p> <p>Why do we need an education?</p>
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## G. EXCLAMATION MARKS ( ! )

<ol style="list-style-type: none"><li>1. Exclamations marks follow <b>exclamations</b> or <b>interjections</b> (interruptions).</li><li>2. They are used to accentuate and strengthen the <b>tone</b> of a statement. They are often introduced by the verbs <b>yelled</b>, <b>shouted</b>, <b>exclaimed</b> and <b>commanded</b>.</li><li>3. They are used after sentences, phrases or words containing <b>emotions</b> such as anger, fear, happiness, anxiety, shock and misery.</li></ol>	<p>Ouch!</p> <p>I am so scared!</p> <p>The Lieutenant <b>yelled</b>, 'Attention!'</p> <p>"I'm petrified!" whispered the frightened woman.</p>
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## H. QUOTATION MARKS (INVERTED COMMAS) ( ' ' ) or ( " " )

<ol style="list-style-type: none"><li>1. Quotation marks are used to indicate <b>Direct Speech</b>.</li><li>2. Quotation marks are used to <b>quote</b> (repeat) someone else's words.</li><li>3. Single quotation marks were traditionally used to indicate the <b>titles</b> of books and films. In <b>modern usage</b>, however, these titles are often <b>underlined</b>.</li><li>4. Quotation marks are used to '<b>excuse</b>' <b>oneself</b> for using slang or foreign words.</li><li>5. Quotation marks indicate <b>metaphoric</b> usage.</li></ol>	<p>Mr Thompson said, "There will be no homework over this weekend."</p> <p>Martin Luther King said, "I have a dream!"</p> <p>'Little Women' by Louisa M. Alcott may now be written as <u>Little Women</u> by Louisa M. Alcott.</p> <p>Our new station wagon is used for 'schlepping' the soccer team.</p> <p>I am the 'baby' of the family.</p>
 All punctuation must fall <i>within</i> the inverted commas. "Open the windows! It's stifling in here."	

## I. PARENTHESIS (BRACKETS) ( )

<ol style="list-style-type: none"><li>1. When something is written in parenthesis or brackets, it is usually an <b>explanation</b>, an <b>aside</b> or some <b>additional information</b>.</li><li>2. It is often possible to use <b>commas</b> or <b>dashes</b> instead of brackets.</li></ol>	<ul style="list-style-type: none"><li>• The Chihuahua (the smallest dog in the world) can fit into a teacup.</li><li>• The Chihuahua, the smallest dog in the world, can fit into a teacup.</li><li>• The Chihuahua – the smallest dog in the world – can fit into a teacup.</li></ul>
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## J. HYPHEN ( - )

<ol style="list-style-type: none"><li>1. A hyphen <b>links</b> prefixes to words, or links two words in order to form compound words.</li><li>2. It helps to <b>differentiate</b> meanings.</li><li>3. In order to facilitate <b>spelling and pronunciation</b>, a hyphen is inserted if a prefix ends in a vowel and the word joined to the prefix begins with the same vowel.</li><li>4. Words that cannot be completed on one line are linked to the <b>next line</b> with a hyphen.</li></ol>	anti-dandruff shampoo      pre-school well-deserved                      life-threatening  She had to <b>re-make</b> the garment. The <b>remake</b> of <u>Gone with the Wind</u> is most enjoyable.  co-opt      re-examine      no-one  de-lightful      or      delight-ful  The hyphen may only be used at the end of a syllable.
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## K. DASH ( - ) (The dash line is slightly longer than the hyphen line.)

<ol style="list-style-type: none"><li>1. A dash serves a similar purpose to a comma, colon or a semi-colon. It <b>separates</b> parts of a sentence and forces us to <b>pause</b>.</li><li>2. In order to give <b>additional information</b>, the dash can be used in the same way as commas or brackets.</li><li>3. It separates a <b>comment</b> or <b>afterthought</b> from the rest of the sentence.</li><li>4. It creates a dramatic pause, leading to a <b>climax</b> or <b>anti-climax</b>.</li></ol>	There's more to school than a syllabus - life-skills, friendships and sportsmanship are gained along the way.  Next week we are going to Port Elizabeth - the <i>Windy City</i> .  I checked and there was no-one there - or so I thought!  I ran to the window; I looked out and saw - the cat!
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## L. BULLETS ( • )

<ol style="list-style-type: none"><li>1. <b>Modern communication</b>, especially word processors, the internet and e-mail, has resulted in the popular use of the bullet format.</li></ol>	<b>Although not necessarily correct English, the use of bullets is an effective way to:</b> <ul style="list-style-type: none"><li>• <b>itemise</b> points in a simple and visual manner</li><li>• <b>avoid</b> using letters (a, b, c) or numbers (1, 2, 3)</li><li>• use <b>partial sentences</b> to save time and space</li><li>• omit <b>punctuation</b> as sentences are incomplete</li></ul>
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## M. ELLIPSIS ( ... )

<ol style="list-style-type: none"><li>1. The three ellipsis dots indicate that a sentence is <b>incomplete</b> or that something has been omitted.</li><li>2. We can usually <b>guess</b> the meaning from the context of the sentence.</li></ol>	He walked to the edge of the cliff and... (To be continued...)  You had better tidy your room or else...
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## N. ITALICS (*sloping writing*)

<ol style="list-style-type: none"><li>1. Italics is used to <b>highlight</b> and emphasise certain words or phrases such as <b>titles</b> and <b>foreign words</b>.</li><li>2. With the ease of <b>computer editing</b>, inserting italics has become very popular.</li></ol>	<ul style="list-style-type: none"><li>• <i>The Sound of Music</i> is one of the best-loved films.</li><li>• A <i>hurricane</i> is a wind of extreme violence; a <i>tornado</i> is a violent tropical thunderstorm.</li><li>• <i>Déjà vu</i> is the illusion of having experienced something previously.</li></ul>
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# THE APOSTROPHE

The Apostrophe indicates Contraction or shows Possession (Ownership).

## A. CONTRACTIONS

- We often join two words for informality and in the process, one or more letters are omitted.
- The apostrophe shows where these letters have been removed.  
 We've been here = We have been here  
 I didn't know = I did not know
- Contractions should not be used in formal writing.

## COMMON CONTRACTIONS


I +	I + am = I'm	I + have = I've	I + had = I'd	I + shall = I'll
You +	you + are = you're	you + have = you've	you + had = you'd	you + will = you'll
We +	we + are = we're	we + have = we've	we + had = we'd	we + shall = we'll
They +	they + are = they're	they + have = they've	they + had = they'd	they + will = they'll
+ Not	have + not = haven't	must + not = mustn't	could + not = couldn't	would + not = wouldn't
+ Not (exceptions)	can + not = can't	will + not = won't	do + not = don't	
+ Have	would + have = would've	should + have = should've	Remember: should have ✓ should of ✗ 	




The apostrophe is like the souvenir of a holiday. When we look at photographs, postcards or key-rings, we are reminded that the holiday is '*gone but not forgotten*'. Words that contain apostrophes tell us that the letters are '*gone but not forgotten*'.

## B. POSSESSION OR OWNERSHIP



Madonna's song = the song of Madonna.

- If the owner is singular, the apostrophe comes immediately after the singular form of the noun.**  
The car of the family = the family's car  
The school of the boy = the boy's school
- If the owners are plural, the apostrophe is placed after the plural form of the noun.**  
The school of the boys = the boys' school  
The scooters of the boys = the boys' scooters  
(Note, the plural *scooters* is not written with an apostrophe.) 
- If a name or word ends in an s, we add an 's.**  
Mrs Pincus's students are her pride and joy.  
All the bus's passengers are safe.  

In modern usage, the s is sometimes omitted   
e.g. Mrs Pincus' students and the bus' passengers.
- If a Biblical or Classical name ends in an s, we simply add an apostrophe.**  
Hercules' strength was legendary.
- If a common noun ends in ss, we add an 's.**  
There are many bosses in the firm but Hilary is the head boss's wife.
- If the word is already in a plural form, we add an 's.**  
women's clothing      children's rights      men's clubs



After you've inserted the apostrophe, do the '*finger tip test*' to check yourself.  
Place your finger over the apostrophe and see what comes before the apostrophe.

 The <i>girl's</i> diary	→	Did you want to say the diary of the <i>girl</i> ?
The <i>girls'</i> diaries	→	Did you want to say the diaries of the <i>girls</i> ?
		

### THE FOLLOWING CASES DO NOT TAKE APOSTROPHES:

- Possessive pronouns**  
This is *ours*, *yours*, *theirs*.
- Abbreviations**  
All the VIPs - PMs, MPs, CEOs and MDs - were there.
- Plural Dates**  
The 1960s and 1970s produced some of the best music.

**CHECKLIST FOR PAPER 1:**

**MONYETLA BURSARY PROJECT**

I know the following: PAPER 1 - LANGUAGE					YES	NO
The parts of speech and the function of each:						
conjunction	article	preposition	verb	adverb		
noun	adjective	pronoun		interjection		
Compound words (adjectives and nouns)						
Punctuation and the function of each:						
full stop	comma	apostrophe	capitals	semi-colon		
colon	question mark	exclamation	ellipsis dots	hyphen		
dash	brackets	parenthesis	Inverted commas			
Paragraphing – topic sentences, supporting sentences						
Concord and the basic rules of concord						
The apostrophe rules – possession and omission						
The pronoun and the rules governing the personal pronoun						
Singular and plural						
Degrees of comparison						
The verb - auxiliary verbs						
Synonyms, antonyms						
Homonyms, homophones						
Abbreviation, acronyms						
Prefixes, suffixes						
Etymology, root of words						
Tenses						
Ambiguity, tautology (redundancy), malapropism, portmanteau, neologism						
Figures of speech and the function of each (particularly for comprehension and visual literacy):						
simile	metaphor	personification	oxymoron			
metonymy	onomatopoeia	hyperbole	contrast			
irony	sarcasm	anti-climax	symbol			
euphemism	litotes	paradox	pun			
understatement	synecdoche	alliteration	assonance			
Register: formal, informal, colloquial, slang						
Satire						
Rhetorical question						
Idiomatic expressions, idioms, proverbs						
Interpreting visuals, graphs, charts (visual literacy)						
Conditional sentences						
Active and passive voice						
Direct and indirect speech						
Emotive language						
Bias, prejudice, stereotyping						
Denotation and connotation						
Purpose of writing, writer's point of view						
Tone, attitude						
Summaries						
Diction						
Clauses/phrases						