

THE

POWER OF ENGLISH

A real-world, no-nonsense guide to expressing yourself clearly in English.

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The language book that modern students need!

SAMPLE SECTION



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CAPS-ALIGNED
GRADES 7–12

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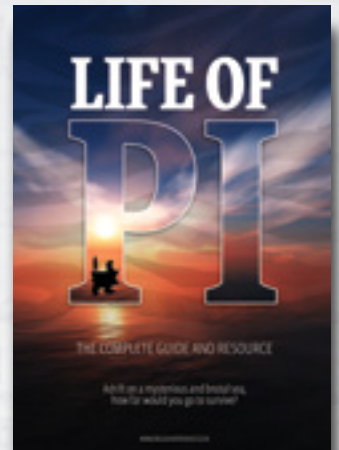
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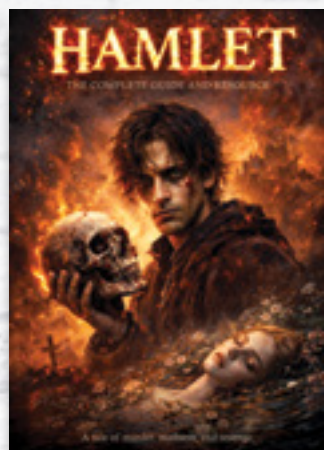
Life of Pi: Complete Guide and Resource



Othello: Complete Guide and Resource



Hamlet: Complete Guide and Resource



The Complete Poetry Resource for Grades 10 & 11



The Handmaid's Tale: Complete Guide and Resource



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English 
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POWER OF ENGLISH

A real-world, no-nonsense guide to expressing
yourself clearly in English.

PUBLISHED AND EDITED BY: ENGLISH EXPERIENCE

ISBN: 978-1-0672312-1-7

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FOREWORD

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Foreword

About English Experience

English Experience is an independent South African publishing house that specialises in developing high-quality English and Life Orientation educational resources for high-school teachers and students. The team of passionate, talented experts behind English Experience works tirelessly to ensure that every resource encourages insight, growth, and debate — enriching and challenging both teachers and students — without losing sight of the important goals of academic success and examination readiness.

Dedicated to bringing the subject to life, every resource English Experience publishes incorporates a range of features — including thought-provoking content, contextual questions, and stimulating enrichment materials — designed to encourage a critical appreciation of the subject and to inspire the higher-order thinking which examiners always desire.

The world-class English Experience team includes highly experienced educators, some with over forty years of classroom experience; passionate literary experts in various fields, such as historical fiction, poetry, and Shakespeare; fanatical historians and researchers; creative writers, skilled editors, pernickety proof-readers, and obsessive fact-checkers — together with spirited university lecturers and enthusiastic young minds who help to ensure our approach remains unique and fresh.

WHILE ACADEMIC SUCCESS IS A NON-NEGOTIABLE CONSIDERATION, OUR ASPIRATION IS TO INSPIRE A GENUINE INTEREST IN, AND LOVE OF, ENGLISH LANGUAGE AND LITERATURE.



Visit www.englishexperience.co.za to learn more about English Experience and the range of educational resources we publish. You can use the camera on a digital device like a phone or tablet to scan this QR code and launch the site automatically. Please note that older devices may need to have a 'tag reader' app installed. There are free versions of these apps available, which you can download from the app store on your device.

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Why does this resource exist?

Expressing ourselves using accurate, unambiguous English helps us convey or share our thoughts and feelings — our needs and desires — with others. At the same time, being able to decipher English with confidence and precision helps us to acquire the ideas and information we need for academic and economic success. Whether we want to achieve better results or qualify for a better-paid job, gain funding to start our own business, or simply to be known and understood better by the people who matter to us, knowing how to speak and write with purpose and power will help us to thrive and to fulfil our potential.

The gifts

The primary reason this resource exists is that we have experienced the gifts of power, creativity, and confidence with which a mastery of grammar has rewarded us, and we want to share these gifts with others.

Our understanding of grammar has given us the power to think clearly, the creativity to express our feelings and ideas with accuracy, and the confidence to adapt our tone and style to persuade our audiences more effectively.

Our experience of these subtle, yet powerful rewards has motivated us to create this resource so that others may thrive and fulfil their potential, too.

The gap

The second reason this resource exists is to bridge the gap between existing reference works and the modern student.

Many students describe learning grammar as boring and irrelevant or stressful and disturbing. Traditional grammatical explanations and lessons can seem isolated and abstract (e.g., 'Today, we will learn the past perfect tense.'), especially to students who are immersed in the informal, playful, non-standard norms of texting and social media.

For the same reason, traditional grammar drills and worksheets can seem slow and disengaging to students accustomed to engaging with fast-paced, short-form digital media.

This reality is also why many students report experiencing feelings of insecurity and anxiety when confronted with the lists of 'rules' and the technical terminology used in grammar books.

The benefits

A command of English can help you to:

- 1. Acquire knowledge and skills**
 - » Access the ideas and information you need for academic and economic success.
- 2. Connect, participate, and innovate**
 - » Be seen and known by those who matter to you *and* help to shape the digital platforms, markets, and economies of tomorrow.
- 3. Create wealth**
 - » Secure a well-paid and high-status job or conduct business internationally, selling local goods and services to a global market.

KNOWING HOW TO SPEAK AND WRITE WITH PURPOSE AND POWER WILL HELP US THRIVE AND FULFIL OUR POTENTIAL.

A MASTERY OF GRAMMAR TRANSFORMS US FROM PASSIVE, DEPENDENT USERS OF AI PROGRAMS INTO EMPOWERED, ACTIVE, AND DISCERNING COLLABORATORS.



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Why can't we just use AI programs and Grammarly?



Over-correction

In the age of AI tools, it is tempting to think that the challenge of grammar can be 'outsourced' to technology. Yet these tools often make mistakes because they misinterpret the context of a piece of writing, failing to comprehend our intended meaning or the expectations of our target audience. If we rely on such tools exclusively, we run the risk of flattening or distorting our message. If we lack the knowledge and confidence to decide which suggestions to accept and which to reject, we may end up with a generic, bland text that lacks style and individuality.



Missed nuances

Grammar tools can also fail to detect mistakes, such as misplaced modifiers, misused homophones, subtle word-choice errors, ambiguous pronoun references, and logical-structure issues. They are also restricted by the parameters of their settings, which may exclude or favour a range of linguistic and stylistic conventions, irrespective of your needs.

Ultimately, though, this text is not about the potential shortcomings of grammar tools. It is about what we lose when we rely on such tools exclusively.



False confidence

Grammar tools may correct and polish our text, but the process does not develop our internal competency. If we do not understand why the changes have been made, we are likely to become ever more dependent on the tools to produce clear language. This dependency can have repercussions in high-stakes situations in which we need to write or speak clearly under pressure and without relying on the tools. Such situations include examinations, job interviews, and occasions that require persuasive appeals (e.g., urgent posts or speeches).



Weakened judgement

At the same time, a solid grasp of grammar makes us sharper readers, better able to detect ambiguity, propaganda, or sloppy reasoning. Without an understanding of grammar, we are more easily persuaded or misled by poorly structured arguments, 'clickbait' headlines, and AI-generated content. Understanding good grammar and using good grammar help to protect us against being misinformed and manipulated.



Blurred thinking

Grammar assists us to structure our thoughts so we can think clearly. When we understand grammar, we can build complex, nuanced ideas more easily in our minds, before putting these ideas into words. Grammar tools can correct errors in the words we write, but will struggle to make our incoherent or 'blurred' ideas coherent, if we are unable to sharpen our thoughts.



Bland expression

Correct grammar usage is also the foundation of a powerful 'voice' and authentic style of expression. We can use AI tools to mimic the styles of others, but our authentic 'voices' emerge through the conscious grammatical choices we make (including breaking a convention on purpose for rhetorical impact). As well as impairing our ability to express our uniqueness, grammar tools — if used to excess — can render us unable to display the competence, care, and intelligence that correct grammar naturally signals.

The best of both worlds

Perhaps, our best approach is not to reject AI tools, but to use them intelligently. If we understand the fundamentals of grammar, we can collaborate with the tools more effectively — providing better prompts, evaluating suggestions more critically, and editing with more finesse. A mastery of grammar transforms us from passive, dependent users of AI programs into empowered, active, and discerning collaborators.

Our approach

Perhaps the toughest challenge when teaching grammar to modern students is convincing them that the extra effort required to master more formal modes of expression is worthwhile. This point appears to be particularly true when this effort is compared with the casual, playful, abbreviated, and experimental linguistic habits students use in the digital apps and environments that dominate their lived realities. As well as seeming irrelevant, formal grammar can feel especially distant and abstract to modern students, many of whom may lack the mental templates that are formed through sustained exposure, from an early age, to more complex, long-form writing and literature. Last, but not least, traditional grammar drills and explanations can feel slow and disengaging to students used to engaging with fast-paced, highly stimulating, short-form media.

This resource has been created with this reality in mind. It is designed for the evolving, fast-paced, digitised, multimodal, and multicultural world of the modern student. Our approach has been to make grammar as relevant, interesting, and easy to master as possible. To achieve this goal, we have concentrated on the following:



1. Relevance

This resource makes grammar relevant to modern students by helping them to understand and apply the pertinent conventions and practices of English grammar to their contexts and to the profusion of communication channels they use: for example, this resource shows how specific conventions can enhance the clarity and brevity of students' texts and posts on social media, as well as of their emails and their essays.



2. Usefulness

The second advantage of this resource is that it makes the conventions of grammar feel as tangible and natural as possible by (a) showing how the conventions shape meaning in real communication and (b) focusing more on application than on abstract theory.



3. Application

This unique approach is exemplified by the exercises and tasks used throughout the resource. These challenges increase student engagement by connecting grammatical concepts to real writing and by encouraging students to analyse, apply, and adapt grammar in meaningful ways, not just to identify and to correct errors.



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What is 'grammar'?

The term 'grammar' is used to describe the agreed structure of a language; namely, the way the people who speak a particular language have decided that the words they use should be combined to produce meaning. It is a set of conventions or commonly used practices that have evolved out of the desire to communicate (i.e., create and exchange meaning in context) as clearly as possible. The habits or practices that endure and become mainstream (standard usage) or accepted by most of the people using a particular language are normally useful and make sense; in other words, there is a good reason for adopting them: they serve a beneficial purpose.

IF WE IMAGINE LANGUAGE AS A CAR, THEN GRAMMAR IS KNOWING HOW A CAR 'FITS TOGETHER' AND WORKS, AND HOW TO FOLLOW THE RULES OF THE ROAD.

South African English grammar

English is one of the major world languages and so a number of distinct varieties or dialects of English have evolved, such as American English (AmE) and Indian English (IndE). This resource is a guide to South African Standard English (SASE), which uses the same spelling and grammar conventions as British Standard English (BSE or BrE). The main differences between SASE and BSE are in vocabulary (SASE has adopted words from numerous local languages, such as isiZulu, isiXhosa and Afrikaans) and pronunciation (accent, or the way words are said). Since this resource is designed to help students participate globally, the conventions of BSE are favoured over those of SASE in the rare instances in which there is a conflict between the conventions.

Using this resource

This comprehensive resource covers the fundamental parts of the English language. It has been written with South African high-school students in Grades 7 to 12 in mind and is designed to assist them at every level of instruction and to accompany them throughout their school years.

Consult as needed

Since it is a reference book, this resource may be read in part and in any order. It is not necessary to read it in order nor in its entirety (although you can, and doing so will give you a confident awareness of the fundamentals of English grammar, of course). Simply browse through the table of contents and look for usages that seem unfamiliar or that you know you often get wrong.

Progressive mastery

The fundamentals of English grammar are essentially stable and unchanging. What does change, however, is the sophistication of your level of understanding and application as you progress through high school. As a result, each section of this resource starts with the basics and then introduces increasingly sophisticated applications of each concept

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The process

Each section begins with a simple pop-quiz question to help you determine how well you understand the convention it describes. If you answer the question correctly, you simply move on to the next quiz in that section. If you are puzzled by the question or answer it incorrectly, read the theory that follows, review the examples provided, and then attempt the next question. Repeating this process will help you revise, refine, and further develop your understanding of the convention. The answers to the pop-quiz questions are provided in the companion *Suggested Answers* booklet.

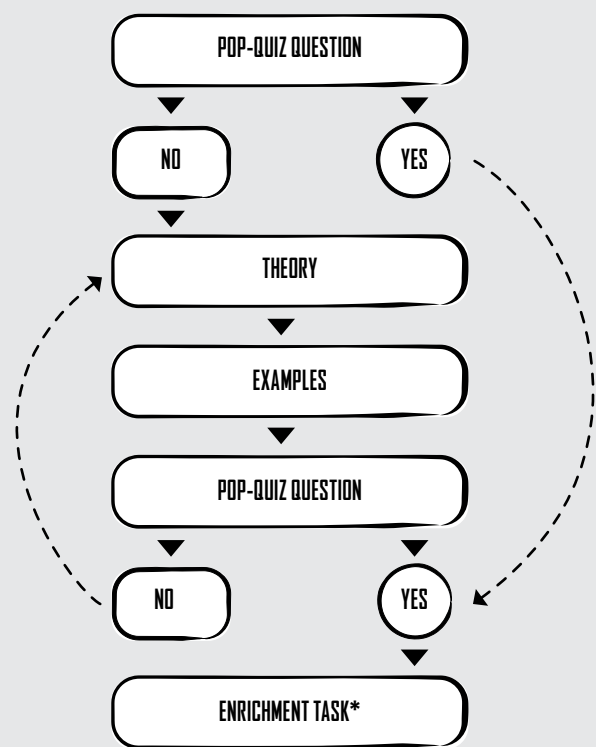


Diagram illustrating the process used in this resource.

* Enrichment tasks

The conventions described in each section are also explored in the enrichment tasks provided throughout the resource and online. These tasks typically connect several related grammatical concepts to real writing and contexts. This encourages students to analyse, apply, and adapt the conventions in meaningful ways.

Supplementary materials

One of the innovative aspects of this resource is its accompanying library of supplementary materials provided online. Readers can use the QR codes throughout the resource to access an expanding collection of complementary questions, descriptions, and examples. These materials are provided in a diverse range of formats to suit all learning styles, including audio (podcast-style recordings), video (clips, lessons, lectures, hosted discussions), multimedia (infographics and presentations), and interactive content (quizzes and webinars).

Icons



Refresher video

A short video to jog your memory on a topic covered prior to Grade 7.



Quick tip

Helpful strategy for understanding a convention.



Alert

Something to which you need to pay attention, or of which you need to be aware (e.g., common mistakes to avoid when using a convention).



Question

Pop-quiz-style question to help you determine what to learn or to revise.



Definition / Glossary

Meanings of words and terms used in the text.



Information

Additional details or facts about a topic.



Checklist

A list of items or activities required to complete a task or to meet a standard.



Quirky fact

Enjoyable, interesting, extraneous information.



Grammar Girl rating

Guide to the level of sophistication of a particular convention (see page 11 for more detail).





Grammar Girl rating system

Even though this resource is designed to be used from Grade 7 to Grade 12 primarily, many of us refine our grasp of grammar throughout our lives — learning ever more technical and obscure conventions as our understanding advances — and this reference guide accommodates this reality through the Grammar Girl rating system.

Pay attention to the Grammar Girl rating for each convention as this will confirm both how ‘technical’ (i.e., obscure or rare) it is and the level of sophistication needed to understand it (i.e., whether you need to know this particular aspect of grammar in Grade 7, Grade 11, or when writing your PhD in English).

If a convention has a 5-star rating, for example, mastering it will impress your English teacher and possibly your oldest relations, but you are unlikely to need to know it generally, and applying it will probably confuse and bore your friends. By contrast, if the convention has a 1-star rating, you will definitely want to master it so that your writing and speech are clear and communicate exactly what you mean.

CAPS: GET Senior Phase (Grades 7-9)



A core fundamental. A basic technique or convention that must be mastered by every student early on. One of the stable ‘building blocks’ of clear communication.



An essential aspect of proficient writing. A slightly more complex convention that supports clarity and precision. Common in well-written academic and formal texts, but occasionally overlooked by weaker students.



For the ‘advanced beginner’ and writer of growing sophistication. An intermediate convention and stylistic structure that shows awareness of grammar as a tool for style and effect, not just accuracy.



For the mature and more advanced writer. A grammatical convention that requires subtle judgement and shows a deep understanding of stylistic nuance, rhythm, and audience.



For the grammar master and expert writer. A sophisticated, often obscure, or stylistically rare grammatical construction that reveals not just knowledge, but artistry.

CAPS: FET Phase (Grades 10-12)

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What do you think?

We hope you enjoy using this resource as much as we enjoyed putting it together. If you have any comments, queries, or suggestions, please do not hesitate to contact us by emailing info@englishexperience.co.za, or by calling our offices on (011) 786-6702. calling our offices on (011) 786-6702.

1. Parts of speech



EACH WORD IN A SENTENCE HAS A JOB TO DO.

THESE LABELS ARE KNOWN AS THE PARTS OF SPEECH (RATHER LIKE JOB TITLES).

WE LABEL EACH WORD BY THE TYPE OF JOB IT IS DOING.



Parts of speech: The basics

Scan this QR code to access a complete online lesson: **Parts of speech**. (Duration: 16 minutes)

Password: *****



	Label:	Job:	Sign:	Example:	Page No.
Naming and describing words	Nouns	Name people, places, things, or emotions	You can put <i>a</i> or <i>the</i> in front of them	<i>a</i> teacher, <i>the</i> school	14
	Pronouns	Replace nouns	<i>I, you, he, she, it, we, they</i>	Each week, Chad is given homework, and <i>he</i> works hard to do <i>it</i> as well as <i>he</i> can.	18
	Adjectives	Describe nouns	Tell you what kind, which one, or how many	The <i>inspiring</i> teacher encouraged her <i>awestruck</i> students.	24
Doing, being, and having words	Verbs	Show action, being, or having	Answer question: <i>What is happening?</i>	The teacher <i>danced</i> and <i>sang</i> during class.	30
	Adverbs	Describe verbs (or adjectives)	Often end in <i>-ly</i>	The students worked <i>quickly</i> and <i>happily</i> .	46
Connecting and expressing words	Conjunctions	Join words or groups of words	Connect ideas	<i>and, but, because</i>	50
	Prepositions	Show position or direction	Followed by a noun	<i>in</i> the classroom, <i>under</i> the desk	52
	Interjections	Show strong feeling or emotion	Often followed by '!'	<i>Wow!, Ouch!</i>	54



Identify the following parts of speech in the example sentence by inserting the corresponding letters in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*

A B C D E F G H I J K L M N
 'Oh!' he thought as he quickly ran towards the crowded classroom while they cheered.

No.	Question:	Letter:
1	Which word in the sentence is a noun ?	
2	Identify a pronoun in the sentence.	
3	Which word in the sentence is an adjective ?	
4	Identify a verb in the sentence	
5	Which word in the sentence is an adverb ?	
6	Identify a conjunction in the sentences.	
7	Which word in the sentence is a preposition ?	
8	Which word in the sentence is an interjection ?	



Proceed straight to the pop-quiz on page 14, if you identified the parts of speech correctly.

What are the parts of speech?



The parts of speech are categories for words that group them based on their functions or 'jobs'.

Being able to recognise the role or 'job' a particular word is doing allows us to put it in the right place among other words so that other people can understand what we are trying to say more easily.

If we extend our analogy of language as a car, then the parts of speech could be compared to the various parts of the vehicle that work together to make it run smoothly: for example, some words are like engines and make the car go (e.g., verbs); some words are like its passengers or cargo — the thoughts and ideas being transported (e.g., nouns); and other words are like the nuts and bolts that hold it all together (e.g., conjunctions and prepositions).

Knowing the parts of speech enables us to build the right vehicle for the 'cargo' (ideas) we want to transport and for the type of journey on which we want to take them. If we have a single straightforward idea we wish to express directly, for instance, we could use the parts of speech to build a short 'simple' sentence — rather like a fast, two-seater sports car — to deliver our idea quickly. If we have several ideas we want to convey together and accurately, we will need to build a bigger, more 'complex' sentence from the parts of speech — rather like a big van or truck — to carry all of our ideas safely.



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Naming and describing words

Nouns



IF YOU CAN POINT TO IT, SEE IT, HEAR IT, FEEL IT, OR EVEN THINK ABOUT IT, IT IS PROBABLY A NOUN.



Nouns: The basics

Scan this QR code to watch a fun 1-minute clip introducing nouns by the StoryBots.



Identify the following parts of speech in the example sentences by inserting the corresponding letters in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*

Types of nouns:

A. Common

B. Proper

C. Collective

D. Abstract

No.	Sentence:	Type:
1	Courage helped him speak the truth.	
2	Cape Town welcomes millions of tourists every year.	
3	The class cheered, as the bell rang.	
4	The bell rang loudly at the end of break.	
5	The rules of the library were explained to the new students.	



Proceed straight to the quiz on page 17, if you matched the nouns correctly.



Nouns are 'naming' words that identify or label a person, thing, place, or idea.

Nouns are an essential part of speech because they name the 'who' or 'what' we are discussing.

There are four types of nouns: 'Common', 'Proper', 'Collective', and 'Abstract'. Being able to classify nouns is useful because classification helps us determine to what type of thing we are referring and, thus, what words to use to 'introduce' it and to limit or clarify it for our audience (how to say it is one thing, or many things, or to whom it belongs, etc.).

Common Nouns



Characteristics:	Examples:
★ Words that name ordinary, real (physical) objects.	» <i>People</i> = teacher, student, friend (i.e., type of person, not a specific person)
★ Words that name a general class or category of things (rather than unique, specific things).	» <i>Places</i> = school, park, city (i.e., type of place, not a specific place)
★ Words that usually have <i>the</i> , <i>a</i> , or <i>an</i> preceding them.	» <i>Things</i> = book, chair, desk, cat (i.e., type of object, not a specific object)



Want to learn more about nouns?

Scan this QR code to access a variety of additional resources online, including extra pop-quizz exercises to test your knowledge.



A Common Noun is **not capitalised** (does not begin with a capital letter), unless it is the first word in a sentence.

Proper Nouns



To identify a proper noun, try putting *the* in front of it. If it sounds strange (e.g., 'the Johannesburg'), it is probably a proper noun (and, conversely, if it sounds fine (e.g., 'the city'), it is probably a common noun).

Characteristics:	Examples:
★ Words that name unique, specific things (rather than a general class or category of things).	» <i>People</i> = John, Themba, Shakespeare, Mr Mokoena (i.e., a specific person, not a type of person)
★ The formal titles of individual works of art, such as movies, songs, books, and plays.	» <i>Places</i> = Lehana Secondary School, Johannesburg Botanical Gardens, Cape Town (i.e., a specific place, not a type of place)
★ Ideologies and subject titles that are derived from or include a proper noun.*	» <i>Things</i> = Tuesday, January, Africa, Mount Everest (i.e., a specific thing, not a type of thing)
	» <i>Titles**</i> = <u>H</u> ow to Train Your Dragon, <u>B</u> irds of a Feather, <u>A</u> Tale of Two Cities, <u>W</u> aiting for Godot (i.e., a specific work of art, not a type of work of art)
	» <i>Ideologies and subject titles</i> = Marxism, Christianity, English, Mathematics.

* Ideologies that are not derived from/do not include a proper noun are not capitalised, for example, feminism, socialism. Similarly, subjects that are being used generally and not as subject titles are not capitalised: for example, science, biology, geography, etc.

** This style is also known as 'Title Case'. Note how the first letter of the major words (nouns, pronouns, verbs, adjectives, and adverbs) and first and last words are capitalised, but not the minor words (articles, co-ordinating conjunctions, and short prepositions).



A proper noun is **always capitalised** (begins with a capital letter) to express respect and/or emphasis. If a proper noun consists of two or more words, the first letter of every word should be capitalised, even if one or more of the words is a common noun, for example, *Taylor Swift*, *Table Mountain*, *Human Rights Day*.



Job titles are not inherently proper nouns, but they are capitalised when they function as part of a person's name, official title, or in formal address (to show respect or formality): for example, President Nelson Mandela.

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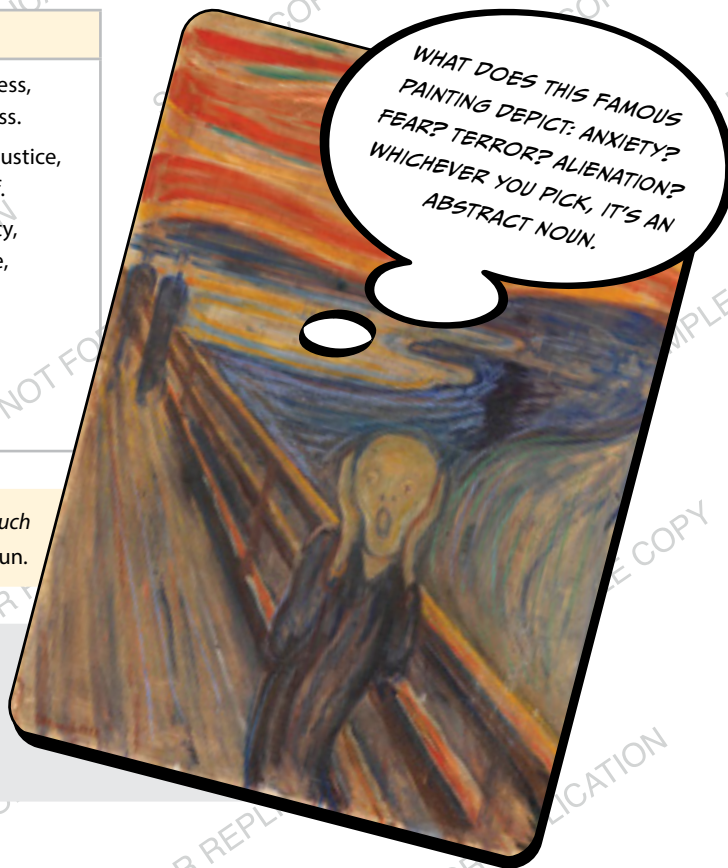
6. DICTIONARIES AND THESAURUSES

ACKNOWLEDGEMENTS

Abstract Nouns



Characteristics:	Examples:
★ Words that name things we cannot see or touch.	» <i>Feelings</i> = happiness, anger, fear, sadness.
★ Words that name feelings, ideas, or qualities.	» <i>Ideas</i> = freedom, justice, democracy, belief.
★ Words that name things about which we can think, but at which we cannot point.	» <i>Qualities</i> = honesty, kindness, courage, patience.
★ Words that name things that are abstract or non-material (non-physical).	



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To identify an abstract noun, ask yourself, *Can I touch it?* If the answer is *no*, it is probably an abstract noun.



Scan this QR code to access more resources related to abstract nouns.

Collective Nouns



Characteristics:	Examples:
★ Words that name groups of people, animals, or things.	» <i>People</i> = team (players), class (students), family (relatives), crew (sailors), committee (administrators)
★ Words that are mental 'containers' and 'hold' many people or things inside them.	» <i>Animals</i> = flock (birds, sheep), herd (cows, elephants), pride (lions, peacocks), pod (seals, dolphins)
★ Words we use instead of phrases like 'a great number of ...' or 'lots of ...'.	» <i>Things</i> = fleet (ships), flight (stairs), chest (drawers), constellation (stars)
★ Words that help us think of groups as single units (moving together).	



To identify a collective noun, ask yourself, *Does this word describe a group made up of many parts?* If the answer is *yes* (and the word is singular, not plural), it is probably a collective noun.



A collective noun is usually treated as 'one unit' or **singular** (e.g., The team *is* winning. The class excelled *itself*. The hockey team was delighted by *its* victory.)



Scan this QR code to access a list of accepted collective nouns.

Password: *****



© Janet Carr



Articles



Articles are little words that sit in front of nouns. They help us choose whether we mean *any one thing* or *one specific thing*.

Any one thing:		One special thing:
A	An	The
Use before words starting with a consonant sound.	Use before words starting with a vowel sound.	Refer to something specific, unique, or with a superlative.
A teacher A classroom A book	An idea An exam An exercise	The principal The library The head boy

Articles (**a, an, the**) are 'limiting' words that are placed before nouns to express whether a noun is specific (i.e., 'definite' or one particular thing) or general (i.e., 'indefinite' or any one of a type of thing). For example: the teacher collected **the** worksheet from the student (a specific/particular worksheet), or the teacher collected **a** worksheet from the student (an unspecified/undetermined/general worksheet).

Articles are an essential part of grammar because they help us understand (1) to which noun a reference is being made, (2) how clearly the noun is being identified, and (3) whether the noun is known or unknown to the audience.

Characteristics:	When to use which:
<ul style="list-style-type: none"> ★ Articles always appear before a noun (and before any adjective that describes the noun). ★ Articles can be grouped into two main types: <ul style="list-style-type: none"> ● Definite article (the): used when the noun is specific or already known. ● Indefinite articles (a and an): used when the noun is general or mentioned for the first time. 	<p>Whether you use a or an is determined by the way the noun is pronounced or sounds:</p> <ul style="list-style-type: none"> » Use an if the noun begins with a vowel (a, e, i, o, u). » Use a if the noun begins with a consonant. » The letter u is a special case. If the word sounds like a consonant or <i>yoo</i>, as in <i>you</i>, use a, for example, a university. If the word sounds like a vowel or <i>oo</i>, <i>ow</i>, or <i>on</i>, as in <i>Uber</i>, use an, for example, an ulcer. » The letter h is another special case. If the word starts with a hard <i>h</i> sound, as in <i>horse</i>, use a. If the word starts with a silent letter <i>h</i>, as in <i>honourable</i>, use an. <p>It is also worth noting that the pronunciation of the word the softens to thee, if the noun begins with a vowel.</p>



Match the emphasised (**bold**) words in the following sentences to the types of nouns listed below by inserting the corresponding letters in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*

Types of nouns:

A. Common

B. Proper

C. Collective

D. Abstract

No.	Sentence:	Type:
1	The debating team celebrated its win after class.	
2	Hard work results in better marks.	
3	The teacher smiled as the bell rang.	
4	Trevor Noah often visits schools to inspire students.	
5	The students felt immense pride after finishing their project.	



Proceed straight to the quiz on page 18, if you matched the nouns correctly.

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ACKNOWLEDGEMENTS

Doing and being words

Verbs



Verbs: The basics

Scan this QR code to access a complete online lesson: **Introduction to Verbs**. (Duration: 38 minutes)
Password: *****



Verb classification:	Job:	Examples:	Pg:
Action	Describes what a subject is doing.	<i>The students open their books.</i> <i>The teacher knows the answer.</i>	32
Linking	Links (joins) a subject to a word that describes it.	<i>The classroom is quiet.</i> <i>The teacher seems tired.</i>	32
Auxiliary	Offers extra information (help) about a verb. (when, why, manner, etc.)	<i>The students are writing in their books.</i> <i>The teacher is explaining the task.</i>	33



Verb type:	Purpose:	Form:	Examples:	Pg:
Finite	Describes what happened AND 1. Who did it? (<i>Subject</i>) 2. How many did it? (<i>Number</i>) 3. When did they do it? (<i>Tense</i>)	<ul style="list-style-type: none"> ★ Usually main verb of a clause ★ Changed to confirm the subject ★ Adjusted to show number ★ Adjusted to show tense 	<i>She laughed in class.</i>	43
Non-finite: 1. Infinitive 2. Participle 3. Gerund	Provides extra information and avoids repetition (e.g., no need to repeat the main clause).	<ol style="list-style-type: none"> 1. Infinitive = 'to' + base verb 2. Present Participle = base verb + '-ing' 3. Past Participle = base verb + '-ed' 4. Gerund = base verb + '-ing' 	<ul style="list-style-type: none"> » <i>She wants to laugh in class.</i> » <i>Laughing in class, she forgot to be quiet.</i> » <i>Having laughed in class, she became quiet.</i> » <i>Laughing in class can be disruptive.</i> 	43



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Match the emphasised (**bold**) words in the following sentences to the types of verbs listed below by inserting the corresponding letters in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*

Types of verbs:

A. Action

B. Linking

C. Auxiliary

No.	Sentence:	Type:
1	The soup simmered on the stove.	
2	She ran across the field to catch the bus.	
3	They are planning a surprise party for their friend.	
4	He felt nervous before the examination.	
5	We have finished our homework already.	



Proceed straight to the quiz on page 35, if you matched the verbs correctly.

Verbs are an essential part of speech because they express what is occurring in a sentence. Verbs are so essential that every sentence must have at least one (see page 66).

There are three main types of verbs: 'Action', 'Linking', and 'Auxiliary'. Being able to classify verbs is useful because it helps us to identify what job each verb is doing, which makes it easier (a) to understand the intended meaning of a sentence and/or (b) to clarify for our audience our intended meaning.



Verbs are the words that enable language to express **movement** and states of **being** and **having**.



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Verb classifications

Action verbs



Characteristics:	Examples:
<ul style="list-style-type: none"> ★ Express physical actions or movement (observable). ★ Express mental actions or processes (internal). ★ Indicate what the subject (who or what) of a sentence is <u>doing</u>. 	<ul style="list-style-type: none"> » <i>Physical actions</i> = run, write, jump, carry » <i>Mental actions</i> = think, imagine, decide, remember

Linking verbs



Characteristics:	Examples:
<ul style="list-style-type: none"> ★ Express states of being. ★ Express the condition or appearance of something. ★ Describe what the subject (who or what) of a sentence <i>is</i> rather than what it does. ★ 'Link' or connect the subject to additional information about it. 	<ul style="list-style-type: none"> » <i>State of being</i> = am, is, are, was, were, will be » <i>Condition/appearance</i> = seem, appear, become, grow, remain, stay » <i>Sensory*</i> (senses used to perceive, not do) = look, sound, feel, taste, smell



Some 'action' verbs might be confusing because they do not seem particularly active or energetic, for example, *sit, stay, have, sleep, dream*. Activities like these may be calm, quiet, or even barely noticeable, but we still classify them as action verbs because **the subject is doing or performing them**. If you *sit*, you are **performing** the action of placing your body in a seated position. If you *sleep*, you are **performing** the action of sleeping. If you *dream*, you are **performing** the mental action of dreaming.



* Sensational stuff!

The fact that **sensory verbs** (look, sound, feel, taste, smell) can be linking verbs seems confusing because perceiving the world through the senses is typically considered to be a physical activity or action.

If we describe how 'the students *felt* the texture of the clay in art class', for example, we are describing the physical action of touching a material. Similarly, if we say, 'the science students *smelled* the chemicals carefully during the experiment', we are describing the physical activity of sniffing an odour.

Sensory verbs have a dual nature, however. They can either express **what the subject does or what the subject is like when perceived through the senses**. In the second case, the verbs are being used to describe a state or quality the subject is displaying or experiencing. In other words, they are being used to 'link' the subject to a state of being or condition.

If we describe how 'the classroom *felt* cold first thing in the morning', for example, we are describing the condition (temperature) of the room as perceived through our skin, not an activity the room has done. Likewise, if we say, 'the classroom *smelled* musty after the weekend', we are describing the condition of the room as perceived through our noses, not an activity the room did during the weekend.

The simplest way to decide whether a sensory verb is being used as an action or a linking verb is to replace it with an equals sign (=) and see whether the sentence still makes sense.

*The soup **tastes** salty.*

→ The soup = salty. ✓

→ Therefore, 'tastes' is a linking verb.

*She **tasted** the soup.*

→ She = the soup. ✗

→ Therefore, 'tasted' is an action verb.

© Henri Rousseau (1897) Museum of Modern Art (MoMA) New York City (Wikimedia Commons)



If you can ask 'What is the subject doing?' and the answer is the verb, then it is an action verb. Also, if you can add an **-ing** to the end of the verb, it is almost always an action verb.

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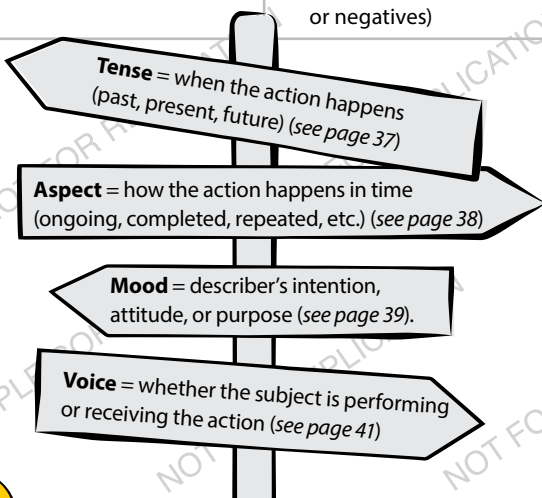
6. DICTIONARIES AND THESAURUSES

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Auxiliary verbs (helping verbs)

3

Characteristics:	Examples:
★ Help a main verb express tense / aspect / mood / voice*.	» <i>Tense/aspect</i> = am, is, are, was, were, have, has, had
★ Are always placed before a verb.	» <i>Future/possibility</i> = will, shall, can, could, may, might
★ Have no meaning on their own.	» <i>Obligation/necessity</i> = must, should, ought to
	» <i>Emphasis/negation</i> = do, does, did (used for questions, emphasis, or negatives)



Some auxiliary verbs are further classified as 'modal' verbs (i.e., all modal verbs are auxiliary verbs, but not all auxiliary verbs are modals). Modal verbs are distinguished as a sub-category because they behave differently from other auxiliary verbs and do not take the suffixes (endings) *-s*, *-ed*, or *-ing*, or form participles or infinitives. On the whole, modal verbs express mood (the describer's intention or attitude) and are always followed by the base form of the main verb.

5

Modals help express possibility, ability, permission, necessity, or intention, and describe a degree of strength from stronger to weaker.

Examples of modal verbs:

- » The principal **might** visit our class today. (i.e., possibility, weak)
- » Thulani **can** solve difficult grammar challenges. (i.e., ability, strong)
- » You **may** use the laboratory after class. (i.e., permission, strong)
- » The students **must** finish their homework today. (i.e., necessity, very strong)
- » The class **will** visit the library tomorrow. (i.e., intention, strong)



How to identify a verb

To identify a verb as you read a sentence, ask yourself, 'what's happening?' The word that answers that question is the action or 'doing' verb. If you do not get an answer to that question, ask yourself 'what is?' The word that answers that question is the linking or 'being' verb. For example, in the following sentences:

The students packed their bags quickly.

- What's happening? → Bags are being packed.
- Therefore, 'packed' is the verb.

The teacher marked the tests after class.

- What's happening? → Tests are being marked.
- Therefore, 'marked' is the verb.

The classroom is cold this morning.

- What's happening? → Nothing (i.e., no actions are being performed).
- What is? → Classroom = cold.
- Therefore, 'is' is the linking verb.

The sports field looks muddy after the rain.

- What's happening? → Nothing (i.e., no actions are being performed).
- What is? → Sports field = muddy.
- Therefore, 'looks' is the linking verb.



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Transitive/Intransitive verbs



Action, linking, and auxiliary verbs are also described as 'transitive' or 'intransitive', depending on how they relate to the object in a sentence. It is a useful distinction to be able to make because it helps us to use objects correctly and to avoid writing incomplete or confusing sentences.

A **transitive** verb is one that requires a direct object to complete its meaning. The action of the verb 'transfers' onto someone or something. (In Latin, the preposition, 'trans', means 'across'.) Without the object, the sentence feels incomplete because the verb expresses an action done to something. A simple test is to ask, 'what or whom?' after the verb, and if there is a person or thing receiving the action, the verb is transitive.

She kicked the ball to her friend.

→ Kicked is the verb → She kicked *what or whom?* → **the ball** = direct object ✓ → Therefore, 'kicked' is a transitive verb.

An **intransitive** verb is a verb that does not take a direct object. The action does not 'transfer' to anyone or anything else. In other words, the verb completes its meaning without needing something or someone to receive the action. The sentence remains complete without an object.

He laughed.

→ Laughed is the verb → He laughed *what or whom?* ✗ → Therefore, 'laughed' is an intransitive verb.



Match the emphasised (bold) words in the following sentences to the types of verbs listed below by inserting the corresponding letters in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*

Types of verbs:

A. Action

B. Linking

C. Auxiliary

No.	Sentence:	Type:
1	The audience grew restless as the show was delayed.	
2	You should complete the assignment before Monday.	
3	The dancers moved gracefully across the stage.	
4	He became angry when he heard the news.	
5	They have been preparing for the exam all week.	



Proceed straight to the quiz on page 35, if you matched the verbs correctly.



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Verb forms



Match the emphasised (bold) words in the following sentences to the verb forms listed below by inserting the corresponding letters in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*

Types of verbs forms:

A. Regular

B. Irregular

C. Phrasal

No.	Sentence:	Type:
1	She walked to school, even though it was raining.	
2	He broke the glass by accident.	
3	They looked after the puppy for the weekend.	
4	The students completed their assignments on time.	
5	We turned off the lights when we left.	



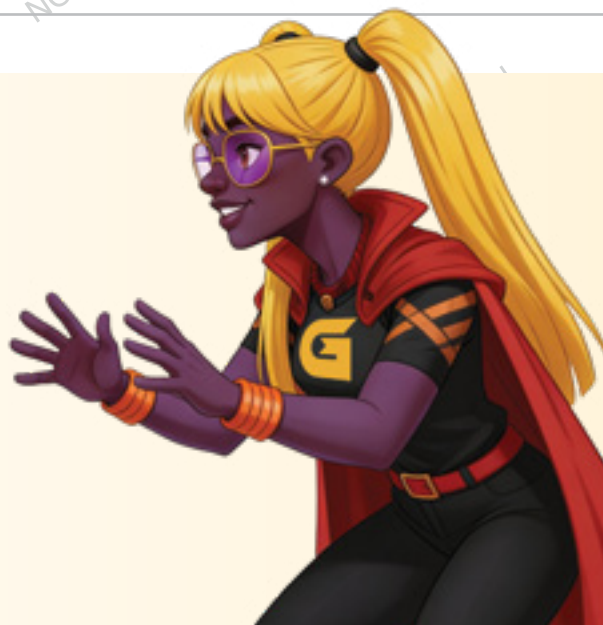
Proceed straight to the quiz on page 37, if you matched the verb forms correctly.

Regular verbs



Most verbs in modern English are classified as 'regular' because they change their spelling in consistent, predictable ways.

Characteristics:	Examples:
<ul style="list-style-type: none"> ★ The past tense and/or past participle formed by adding the standard -ed ending (or -d if the base form ends in e). ★ Pronunciation of the ending varies (e.g., /t/, /d/, or /ɪd/), but the spelling pattern is consistent. 	<ul style="list-style-type: none"> » pick → picked → picked (pronounced /t/) » play → played → played (pronounced /d/) » start → started → started (pronounced /ɪd/) » love → loved → loved (base form ends in e)



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Irregular verbs



Verbs that do not follow this standard pattern and instead change one or both of their past tense and past participle forms in unpredictable or only partially predictable ways are classified as 'irregular'. Most of the 200 or so irregular verbs in modern English were co-opted from foreign languages and so reflect the different spelling conventions of those languages.

While they make up a tiny fraction of English verbs (approximately 3%), irregular verbs include many of the most frequently used words like *be*, *have*, *do*, *go*, *say*, making them disproportionately important. Moreover, as they cannot be predicted from a rule, you must memorise them and use them accurately in order to avoid errors.



Irregular verbs

Scan this QR code to access a list of the most commonly used irregular verbs.

Password: *****

Characteristics:	Examples:
<ul style="list-style-type: none"> ★ The base form may change internally (vowel change). ★ The past tense and/or past participle may differ from the base form and from each other. ★ Some irregular verbs use the same form for all three (e.g., <i>cut</i> → <i>cut</i> → <i>cut</i>). ★ Others have unique patterns (e.g., <i>go</i> → <i>went</i> → <i>gone</i>). 	<ul style="list-style-type: none"> » <i>sing</i> → sang → sung » <i>take</i> → took → taken » <i>bring</i> → brought → brought » <i>cut</i> → cut → cut » <i>strive</i> → strove → striven » <i>tread</i> → trod → trodden

Phrasal verbs



Verbs sometimes need an adverb (see page 46) or preposition (see page 52) to convey their full meaning. For example: 'sit down', 'wake up', 'look after'. These multi-word verbs are described as 'phrasal' and function as a single unit. It is useful to be able to identify phrasal verbs because ignoring or removing the adverb or particle typically changes or destroys the meaning of the verb (e.g., *look* ≠ *look up* / *look after* / *look into*).



Match the emphasised (bold) words in the following sentences to the verb forms listed below by inserting the corresponding letters in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*

Types of verb forms:

A. Regular

B. Irregular

C. Phrasal

No.	Sentence:	Type:
1	They handed in their essays before the deadline.	
2	The professor rose from her seat to greet the visitors.	
3	The committee approved the final draft of the proposal.	
4	She took over the class when the teacher became ill.	
5	The students trained every day for the competition.	



Proceed straight to the quiz on page 37, if you matched the verb forms correctly.

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2. Units of structure

WHEN WE WRITE, WE JOIN WORDS TOGETHER IN BIGGER AND BIGGER GROUPS.

THESE GROUPS ARE CALLED UNITS OF STRUCTURE.

IF YOU IMAGINE WORDS AS BUILDING BLOCKS, YOU CAN THINK OF THE UNITS OF STRUCTURE AS BIGGER AND BIGGER CLUMPS OF BLOCKS, FROM A WORD TO A PHRASE TO A CLAUSE TO A SENTENCE.



Phrases and clauses: The basics

Scan this QR code to watch a 7-minute instructional clip explaining phrases and clauses by Miacademy & MiaPrep Learning Channel.

Label:	Job:	Example:	Page No.
Phrase	Provides some detail (group of words without a finite verb)	<i>During the test</i>	60
Clause	Expresses part of an idea (group of words with a subject and a finite verb)	During the test Chad, <i>who coughed loudly</i>	62
Sentence	Makes sense on its own (a group of words with a subject and finite verb that expresses a complete idea)	During the test Chad, <i>who coughed loudly</i> , was asked to leave.	65

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Identify the correct unit of structure in the following example sentence by writing your answers in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*



- | | | |
|--------------------------|------------------------------------|--|
| A. | B. | C. |
| <i>After the lesson,</i> | <i>the students felt confident</i> | <i>because they understood the work.</i> |

No.	Question:	Answer:
1	What unit of structure is the group of words labelled 'A'?	
2	What unit of structure is the group of words labelled 'B'?	
3	What type of clause is the group of words labelled 'C'?	
4	What type of sentence is it? (i.e., Simple, Compound, or Complex)	



Proceed straight to the pop-quiz at the bottom of page 68, if you identified the units of structure correctly.

What are units of structure?



The units of structure or *syntax* of a language describe the ways in which words are grouped together to create meaning. The three main units of structure in English are *phrases*, *clauses*, and *sentences*. These units describe how language is built, moving from smaller groupings of words to complete, independent expressions of thought.

Being able to recognise the role or function of each unit of structure helps us understand how ideas are organised, expanded, and connected. Instead of looking at what individual words do, we look at how groups of words work together to express thoughts clearly and logically.

If we extend our analogy of language as a car, then the units of structure could be compared to the various parts or compartments of the vehicle. A phrase is like a single part or section that adds important shape and detail to the car, but cannot operate on its own, for example, the cabin and seats or the steering system. A clause is like the engine unit: it contains a subject and a verb and has the power to drive meaning forward, but it cannot operate on its own. A sentence is like a fully assembled vehicle, ready to carry a complete idea from one mind to another. A simple sentence can also be called a main clause.



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Phrases



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Match the emphasised (**bold**) words in the following sentences to the types of phrases listed below by inserting the corresponding letters in the column on the right.

The answers to this task are provided in the companion Suggested Answers booklet.

- Types of phrases:
- A. Noun**
 - B. Adjectival**
 - C. Adverbial**

No.	Sentence:	Type:
1	The students completed the task in a very short time .	
2	The sudden silence made the students uneasy.	
3	The teacher praised the most dedicated students after the test.	
4	The debate team spoke with great confidence during the final round.	
5	A sense of pride filled the classroom after the results were announced.	

Proceed straight to the quiz on page 62, if you matched the phrases correctly.






Phrases are groups of words that work together to express a single idea or 'unit' of meaning.

Phrases are an essential part of sentence structure because they organise information, allowing us to add detail about who, what, where, when, how, or why something happens.

Phrases are classified according to their role or function in a sentence. There are three main types of phrases: Noun phrases, Adjectival phrases, and Adverbial phrases. Being able to identify and classify phrases is useful because it helps us see how words are grouped and how meaning is built and expanded within a sentence.



A phrase is a group of words without a finite verb (if there is a finite verb in the group of words, it is classified as a clause, see page 62).

	Characteristics:	Examples:
 Noun phrases	<ul style="list-style-type: none"> ★ A group of words built around (i.e., qualifying) a noun (see page 14). ★ Answer the questions <i>Who? What? or Which one?</i> ★ Function as a subject, object, or complement in a sentence. 	<ul style="list-style-type: none"> » <i>Subject</i> = The hardworking student completed the assignment on time. (i.e., <i>Who</i> is doing the completing?) » <i>Object</i> = The teacher praised the hardworking student. (i.e., <i>Who</i> is receiving the praise?) » <i>Complement</i> = English literature is her favourite subject. (i.e., <i>What</i> is the linking verb (is) identifying?)
 Adjectival phrases	<ul style="list-style-type: none"> ★ A group of words built around (i.e., qualifying) an adjective (see page 24). ★ Answer the questions <i>What kind? How much? or Which one?</i> ★ Describe or qualify a noun or pronoun, adding extra detail. 	<ul style="list-style-type: none"> » The students admired the extremely talented speaker. (i.e., <i>What kind</i> of speaker?) » He showed far too little effort in the test. (i.e., <i>How much</i> effort?) » The very helpful tutor explained the homework. (i.e., <i>What kind</i> of tutor?)
 Adverbial phrases	<ul style="list-style-type: none"> ★ A group of words acting as an adverb (see page 46). ★ Answer the questions <i>How? When? Where? How often? To what extent? Why? Under what conditions?</i> ★ Function as a modifier in a sentence (i.e., never as a subject or object). 	<ul style="list-style-type: none"> » <i>Manner</i> (i.e., <i>How?</i>) = The student entered the class with great confidence. » <i>Time</i> (i.e., <i>When?</i>) = The student entered the class at the start of the lesson. » <i>Place</i> (i.e., <i>Where?</i>) = The student entered the class through the main door. » <i>Frequency</i> (i.e., <i>How often?</i>) = The student entered the class once a week. » <i>Degree</i> (i.e., <i>To what extent?</i>) = The principal was angry to a very great extent about the late arrivals. » <i>Reason</i> (i.e., <i>Why?</i>) = The student entered the class because of a scheduled presentation. » <i>Condition</i> (i.e., <i>Under what conditions?</i>) = The student was allowed to enter the class on condition he left his phone outside.

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Match the emphasised (bold) words in the following sentences to the types of phrases listed below by inserting the corresponding letters in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*

Types of phrases:

A. Noun

B. Adjectival

C. Adverbial

No.	Sentence:	Type:
1	The team celebrated after the final whistle had blown .	
2	The speaker responded with remarkable clarity and confidence .	
3	The young students completed the worksheet carefully.	
4	He submitted an essay full of insightful ideas .	
5	The team celebrated a well-deserved victory .	



Proceed straight to the quiz on page 62, if you matched the phrases correctly.

Clauses



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Match the emphasised (**bold**) words in the following sentences to the types of clauses listed below by inserting the corresponding letters in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*



Types of clauses:		
A. Main		
B. Subordinate		
C. Co-ordinate		
No.	Sentence:	Type:
1	The students completed the task before the bell rang.	
2	The teacher smiled because the class had worked hard .	
3	She explained the rule clearly , so everyone understood.	
4	The students waited quietly while the principal spoke .	
5	The teacher gave instructions, and the students opened their books .	



Proceed straight to the quiz on page 65, if you matched the clauses correctly.

Clauses are an essential part of sentence structure because they carry meaning, showing what is happening and who or what is involved in the action.

Clauses are classified according to their role and level of autonomy in a sentence. There are two main types of clauses: Main (or independent) clauses, which can 'stand alone' as complete sentences, and Subordinate (or dependent) clauses, which rely on a main clause to make full sense. Being able to identify and classify clauses is useful because it helps us understand how sentences are built, how ideas are linked, and how meaning is developed through the relationships between ideas.



Clauses are groups of words that **contain a subject and a verb** and work together to express a single idea or 'unit' of meaning.



A clause is a group of words **containing a finite verb** (if there is no finite verb in the group of words, it is classified as a **phrase**, see page 60).



CLAUSES ARE CLUMPS OF WORDS (BUILDING BLOCKS) THAT TELL US WHO IS DOING WHAT (I.E., HAVE A SUBJECT AND A VERB).

THEY ARE THE STRUCTURES THAT ALLOW MEANING AND ACTION TO COME TO LIFE FULLY.

CLAUSES MAY EVEN FUNCTION AS COMPLETE SENTENCES (IF THEY ARE INDEPENDENT OR MAIN CLAUSES).

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A fast and reliable way to work out how many clauses a sentence has is to count the finite verbs (i.e., verbs that show tense and agree with a subject). For example:

The teacher smiled, when the students understood the question.

→ The verbs are = 'smiled' and 'understood' → Both are finite because: → Both are in the past tense ✓ and both agree with their subjects ('the teacher' and 'the students') ✓ → Therefore, both are finite verbs. → Two finite verbs = two clauses (in this instance, one main clause and one subordinate clause).

	Characteristics:	Examples:
 Main (independent) clauses	<ul style="list-style-type: none"> ★ A group of words built around (i.e., qualifying) a subject (see page 66) and a finite verb (see page 43). ★ Express a grammatically complete idea and can stand alone as a sentence. 	<ul style="list-style-type: none"> » <i>The students felt relieved</i> when the exam ended. » <i>The hardworking student completed the assignment</i> on time. » <i>The teacher praised the hardworking student</i> after the test. » <i>The teacher explained the concept</i> because the class was confused.
 Co-ordinate clauses	<ul style="list-style-type: none"> ★ A pair of main (independent) clauses joined by a co-ordinating conjunction such as and, but, or, so, or yet. (see co-ordinating conjunctions on page 51). ★ Each clause has its own subject and finite verb, and expresses a complete idea. 	<ul style="list-style-type: none"> » The bell rang, and the students packed away their books. » The teacher explained the task, but some students still looked confused. » You can revise now, or you can revise after break. » The test was difficult, so the class worked very carefully.

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	Characteristics:	Examples:
<div style="text-align: center;">★</div> Subordinate (dependent) clauses	<ul style="list-style-type: none"> ★ A group of words built around (i.e., qualifying or modifying) a subject (see page 66) and a finite verb (see page 43). ★ Express an incomplete idea (i.e., vital information is missing) and do not make sense on their own (i.e., not sentences, and need Main Clauses to make sense). ★ Usually linked to (or separated from) a Main clause by a subordinating conjunction such as if, because, after, before, or although (see <i>subordinating conjunctions</i> on page 51). ★ Function like parts of speech and are classified according to the part of speech they are doing the same kind of work as (i.e., Noun clauses, Adjectival clauses, and Adverbial clauses). 	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> A SIMPLE WAY TO CONFIRM WHETHER A SUBORDINATE CLAUSE IS A NOUN CLAUSE IS TO TRY REPLACING IT WITH 'IT' OR 'THAT'. </div> 
<div style="text-align: center;">★</div> Noun clauses	<ul style="list-style-type: none"> ★ Function as a noun (i.e., subject, object, or complement). ★ Answer the questions <i>Who? What? or Which one?</i> 	<ul style="list-style-type: none"> » What the student said surprised the teacher. (Subject = <i>What</i> surprised the teacher?) » The teacher explained that the test would be postponed. (Object = <i>What</i> was explained?) » The truth is that the class needs more practice. (Complement = <i>What</i> is the truth?)
<div style="text-align: center;">★</div> Adjectival clauses	<ul style="list-style-type: none"> ★ Function as an adjective (i.e., describe a noun). ★ Answer the questions <i>Which one? or What kind?</i> ★ Usually begin with a relative pronoun (i.e., <i>who, which, that, whose, whom</i>). 	<ul style="list-style-type: none"> » The student who completed the task early received praise. » The book that the teacher recommended was very helpful. » The classroom in which the exam was written was very quiet.
<div style="text-align: center;">★</div> Adverbial clauses	<ul style="list-style-type: none"> ★ Function as an adverb (i.e., add information about the verb). ★ Answer questions such as <i>When? Where? Why? How? Under what conditions?</i> ★ Begin with a subordinating conjunction (e.g., <i>because, when, if, although, while, since</i>). 	<ul style="list-style-type: none"> » The students became quiet when the teacher entered the room. (<i>When</i> did they become quiet?) » The test was postponed because the teacher was absent. (<i>Why</i> was the test postponed?) » You will improve if you practise regularly. (<i>Under what conditions</i> will you improve?)



Match the emphasised (bold) words in the following sentences to the types of clauses listed below by inserting the corresponding letters in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*

- Types of clauses:
- A. Main

B. Subordinate

C. Co-ordinate

No.	Sentence:	Type:
1	The class continued working, although the bell had already rung.	
2	The student apologised before taking his seat.	
3	The teacher explained the concept that the students had misunderstood.	
4	She collected the books and dismissed the class.	
5	The students waited until the invigilator gave permission.	



Proceed straight to the quiz on page 65, if you matched the clauses correctly.



Edit the following sentences by inserting the missing punctuation marks. *The answers to this task are provided in the companion Suggested Answers booklet.*

No.	Sentence:
1	the students entered the classroom quietly after break
2	ms naidoo said please submit your assignments tomorrow
3	the class studied three themes identity belonging and resilience
4	naledi wasnt sure whether she had answered the question correctly
5	the teacher asked did everyone understand the assignment
6	what an exciting English lesson we had today
7	the winning project thoughtful creative and original — impressed the judges
8	the students revised their work however many still felt nervous
9	the principal announced that assembly would begin at 9 am
10	the students books pencils and rulers were left on their desks
11	i cant believe we finished the exam so quickly
12	the teacher urged the students keep working dont give up
13	the play romeo and juliet was performed in the school hall
14	the students project (a two-week investigation was displayed in the library
15	the student hesitated and said um im not sure of the answer



Proceed straight to the enrichment tasks on page 92, if you inserted the missing punctuation marks correctly.

What is punctuation?



Punctuation refers to the system of symbols used in written language to organise meaning and guide readers through sentences. While words and units of structure determine *what* is said, punctuation helps control *how* it is said. Punctuation ensures that clarity is achieved by signalling pauses, boundaries, and relationships that would otherwise be expressed through tone, rhythm, and stress in spoken language.

Being able to recognise the role or function of different punctuation marks helps us understand how written ideas are meant to be interpreted. Instead of changing the words themselves, punctuation influences how groups of words are read together, how information is prioritised, and how meaning is clarified or refined. In this way, punctuation works alongside phrases, clauses, and sentences to ensure that ideas are communicated accurately and efficiently.



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Boundaries



THE MAIN ROLE OF BOUNDARY PUNCTUATION MARKS IS TO CREATE DIVISIONS (I.E., GAPS OR SPACES) BETWEEN GROUPS OF WORDS, SO IT IS EASIER TO GRASP THEIR INTENDED MEANING.



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Edit the following sentences by inserting the missing boundary punctuation marks (capital letters and full stops). *The answers to this task are provided in the companion Suggested Answers booklet.*

No.	Sentence:
1	the grade 10 class discussed themes of ambition and guilt, after reading <u>macbeth</u> by william shakespeare
2	during the english lesson, the teacher compared the south african setting of <u>tsotsi</u> to the dystopian world presented in <u>the hunger games</u>
3	the students watched <u>the lion king</u> and analysed how african storytelling traditions influence the film's characters and values
4	in her literature project, anna explored how victorian society is portrayed in <u>oliver twist</u> by charles dickens
5	the drama club rehearsed scenes from <u>romeo and juliet</u> , before attending a modern adaptation set in johannesburg





Proceed straight to the pop-quiz on page 78, if you inserted the missing punctuation marks correctly.



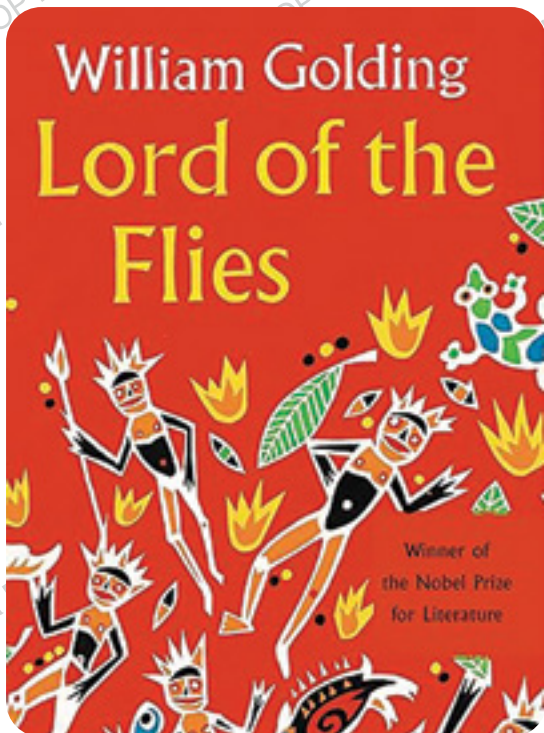
Boundaries are the punctuation marks or symbols that show (1) where sentences begin and end and (2) specific types of emphasis. Boundaries are essential to sentence structure because they help organise meaning into clear, complete units. They tell the reader when one thought finishes and another begins, making writing easier to read, understand, and interpret.

The two boundary punctuation marks are **Capital letters** and **Full stops** (also known as 'periods' in American English). Capital letters and full stops work together to frame a sentence. A capital letter signals the start of a new sentence, and a full stop signals its end. Without these boundaries, the reader cannot easily understand how the words and phrases are supposed to be grouped and interpreted.

	Characteristics:	Examples:
 Capital letters	<ul style="list-style-type: none"> ★ Mark the beginning of a sentence. ★ Indicate/emphasise proper nouns (see page 15). ★ Indicate/emphasise the pronoun 'I' (see page 19). ★ Indicate/emphasise the main words in titles and headings (i.e., 'Title Case'). 	<ul style="list-style-type: none"> » <i>Sentence beginning</i> = The students entered the classroom quietly. » <i>Proper nouns</i> = Ms Naidoo teaches at Riverside High School. » <i>Pronoun 'I'</i> = I enjoyed the lesson. » <i>Titles</i> = The Picture of Dorian Gray, Life of Pi, Things Fall Apart.
 Full stops (periods)	<ul style="list-style-type: none"> ★ Mark the end of a sentence. ★ Indicate the use of certain types of abbreviation (see page 85). 	<ul style="list-style-type: none"> » <i>Sentence ending</i> = The students entered the classroom quietly. » <i>Abbreviations</i> = Prof. (Professor), etc. (et cetera), e.g., (exempli gratia = for example), i.e., (id est = that is), vs. (versus).



In **titles**, not every word needs a capital letter. Capitalise the important 'meaning' words (e.g., nouns, main verbs, adjectives, adverbs), but not the short linking words (e.g., *of, and, to, for, in, on, with, a, an, the*), for example *Lord of the Flies* — UNLESS the short linking word appears at the start of the title, for example: *Of Mice and Men*.



Edit the following sentences by inserting the missing boundary punctuation marks (capital letters and full stops).

The answers to this task are provided in the companion Suggested Answers booklet.

No.	Sentence:
1	the grade 11 students analysed themes of power and betrayal after studying <u>animal farm</u> by george orwell
2	during the english lesson, the teacher referred to the american setting of <u>to kill a mockingbird</u>
3	the class watched <u>harry potter and the philosopher's stone</u> and discussed how british culture shapes the story
4	in his oral presentation, thabo explained how modern society is criticised in <u>fahrenheit 451</u> by ray bradbury
5	the members of the literature group rehearsed scenes from <u>a midsummer night's dream</u> before their visit to cape town



Proceed straight to the quiz on page 78, if you inserted the missing punctuation marks correctly.

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Separators and connectors



Introduction to Separators and Connectors

Scan this QR code to access a complete online lesson: **Introduction to Separators and Connectors**. (Duration: 24 minutes)

Password: *****



Edit the following sentences by inserting the missing separator and connector punctuation marks (commas, colons, semi-colons, parentheses, hyphens, or dashes). *The answers to this task are provided in the companion Suggested Answers booklet.*

No.	Sentence:
1	The teacher explained three themes identity belonging resilience.
2	The students revised their essays however many still felt unsure.
3	The class visited the local library a quiet welcoming space for study.
4	Lesedi completed a two week research project on South African poetry.
5	The novel was challenging it was also deeply inspiring.
6	Several students forgot their books pencils and notebooks.
7	The drama club performed a modern retelling of <u>Romeo and Juliet</u> a bold creative adaptation.
8	The final question was clear What does courage really mean?



Proceed straight to the quiz on page 82, if you inserted the missing punctuation marks correctly.



Separators and Connectors are the punctuation marks that organise ideas within or inside a sentence by signalling pauses, relationships, and shifts in thought.

These punctuation marks help writers:

- **separate** items, phrases, or clauses,
- **connect** closely related ideas,
- **add** extra information or emphasis,
- **AND**
- **guide the reader** through complex or layered meaning.

The main separators and connectors in English are commas, colons, semi-colons, parentheses, hyphens, and dashes. Each has a specific function, but all share the same core purpose: to shape meaning by showing how ideas are grouped, linked, or set apart within a sentence.

Commas



Characteristics:	Examples:
<ul style="list-style-type: none"> ★ Indicate the reader should pause. ★ Separate items in a list. ★ Indicate additional or non-essential information. ★ Separate introductory words or phrases from the rest of the sentence. ★ Separate main clauses joined by coordinating conjunctions (e.g., <i>and</i>, <i>but</i>, <i>so</i>). ★ Separate the name of someone being addressed directly. 	<ul style="list-style-type: none"> ➤ <i>Pause</i> = After a long day at school, the students walked home quietly. ➤ <i>List</i> = The students brought books, pens, paper, and calculators to class. ➤ <i>Extra information</i> = Ms Naidoo, the Grade 10 teacher, organised the excursion. ➤ <i>Introductory phrase</i> = After the lesson, the students asked several questions. ➤ <i>Main clauses</i> = The teacher explained the task, and the class began working quietly. ➤ <i>Name</i> = Thabo, why were you late for class?



A comma placed before the final 'and' in a list is called an **Oxford comma**, for example: *books, pens, and paper*. It is used to avoid ambiguity and to show that the last two items in the list are separate items, not one item consisting of two parts. Some writing styles omit this final comma, but the most important rule is to use one clear and consistent style throughout a piece of writing.



Avoid using a comma if the co-ordinating conjunction connects two verbs or phrases rather than two main clauses (e.g., *The students read the poem and discussed its meaning in class. The teacher spoke calmly but firmly to the noisy group.*). Similarly, if the main clauses are very short and closely related, the comma can be omitted, although including it is never grammatically incorrect.

Colons



Characteristics:	Examples:
<ul style="list-style-type: none"> ★ Indicate that more information is coming. ★ Introduce a list, explanation, example, or long/substantial/famous quotation. ★ Link closely related ideas when the second part explains or expands on the first. ★ Emphasise an important point at the end of a sentence. 	<ul style="list-style-type: none"> ➤ <i>List</i> = The students brought the following items: pens, notebooks, and textbooks. ➤ <i>Explanation</i> = She had one goal: to pass the final exam. ➤ <i>Example</i> = The teacher recommended several study methods: creating flashcards, summarising notes, and practising past papers. ➤ <i>Quotation</i> = The teacher reminded the class: 'Successful people are not gifted; they just work hard, then succeed on purpose.' ➤ <i>Related ideas</i> = The students felt confident after weeks of revision: they understood the key themes and essay skills. ➤ <i>Emphasis</i> = There was only one reason for the silence: respect.



When writing a **dialogue** or script, the convention is to use a colon to separate the name of the speaker from the spoken words:

Teacher: Please open your books and turn to page ten.

The colon acts like a clear boundary between *who is speaking* and *what is being said*, making the dialogue easier to read. A colon is used because it tells the reader 'more information is coming', and, in scripts, that 'more information' is the character's dialogue.

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Semi-colons

Characteristics:	Examples:
<ul style="list-style-type: none"> ★ Act like ‘super-commas’. ★ Create a stronger/longer pause than a comma, but a weaker break than a full stop. ★ Link closely related independent clauses (e.g., complete sentences, equally important) where there is no conjunction. ★ Highlight contrast through connection (e.g., related, yet opposite ideas). ★ Separate detailed or complex items in a list (i.e., items that consist of several words each, or that contain their own internal punctuation marks like commas). 	<ul style="list-style-type: none"> » <i>Linking clauses</i> = The students revised their notes carefully; they wanted to perform well in the test. » <i>Contrast through connection</i> = The task seemed difficult at first; it became clearer with practice. » <i>Complex list items</i> = The school tour included Durban, KwaZulu-Natal, Cape Town, Western Cape, and Gqeberha, Eastern Cape.

A semi-colon may often be replaced by a conjunction (e.g., *and*, *but*, *so*) or a full stop.

Parentheses (brackets)

Characteristics:	Examples:
<ul style="list-style-type: none"> ★ Indicate the inclusion of extra or supporting information. ★ Separate details that are not essential to the main meaning of a sentence. ★ Insert information that clarifies meaning, provides examples, or explains further. 	<ul style="list-style-type: none"> » <i>Extra information</i> = The students visited the museum (which opened in 1995) during their history tour. » <i>Clarification</i> = She chose the novel (a story set in Johannesburg) for her project. » <i>Additional commentary</i> = He completed the task on time (despite feeling unwell). » <i>Abbreviation explained</i> = The meeting was held at the DBE (Department of Basic Education) offices.

Writing something in parenthesis is a useful way of letting your reader know that you are including **helpful, but not necessary** information. In other words, if the parenthetical detail is removed, the main sentence would still be clear and complete.

Hyphens

Hyphens are different from dashes or minus signs.

Characteristics:	Examples:
<ul style="list-style-type: none"> ★ Join words together to show that they work as a single idea (i.e., create compound words). ★ Clarify meaning and prevent confusion between similar expressions. ★ Form numbers written in words. 	<ul style="list-style-type: none"> » <i>Compound adjectives</i> = The students completed a well-planned project. » <i>Compound nouns</i> = My father-in-law teaches English. » <i>Clarity of meaning</i> = The student leadership will re-form into groups after break time. The student leadership will reform the rules regarding uniforms. » <i>Numbers in words</i> = The class has twenty-one students.

Use a hyphen only when the words must be clearly joined to express one **combined meaning**, for example: **high-school students** or **part-time teacher**. This is usually when the words precede a noun rather than follow it, for example, they organised a **student-led** assembly and they organised an assembly led by students. (See *Compound Adjectives* on page 28.)

As well as linking two words, hyphens link prefixes (a group of letters added to the beginning of a word to change its meaning) to words, for example, pre-school, re-test, co-curricular. To make spelling and pronunciation clearer, a hyphen is always used when a prefix ends in a vowel and the word that follows begins with the same vowel, for example, re-examine, co-owner, re-evaluate, pre-existing.

Hyphens are also used to indicate a ‘split word’: when a word is incomplete at the end of a line and its remaining letters continue at the beginning of the next line. Such hyphens should be inserted between syllables. For example:
The flight was smooth until it came to the land-
ing, which proved to be particularly bumpy.

IN MANY INSTANCES, PARENTHESES CAN BE REPLACED WITH COMMAS OR DASHES.



Dashes



Characteristics:	Examples:
★ Indicate a 'dramatic pause': a sudden break or shift in a sentence.	» <i>Dramatic pause</i> = The students opened their books — and suddenly the fire alarm rang!
★ Introduce extra information (stronger than commas, less formal than brackets).	» <i>Extra information</i> = The final exam — the one everyone feared — was surprisingly fair.
★ Emphasise a summarising comment or afterthought.	» <i>Emphasis</i> = She had only one goal — to pass the year with confidence.
★ Indicate an interruption or hesitation.	» <i>Interruption</i> = She walked — no, she ran. (Dialogue:) Sam: I just wanted to — Julie: Ugh, I don't want to hear it, Sam!



Dashes are useful for creating pauses, adding emphasis, and injecting drama, but they should be used sparingly, because too many of them can make writing feel fragmented or informal.

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Edit the following sentences by inserting the missing separator and connector punctuation marks (commas, colons, semi-colons, parentheses, hyphens, or dashes). *The answers to this task are provided in the companion Suggested Answers booklet.*

No.	Sentence:
1	The principal offered simple advice work hard stay curious never give up.
2	The poetry anthology was beautifully designed it included illustrations notes and reflections.
3	Some students preferred studying in silence others worked better with music.
4	The Grade 11 class read <u>Animal Farm</u> a novel written by George Orwell in 1945.
5	The teacher planned a short term intervention to support struggling readers.
6	The competition had one clear goal to celebrate young writers.
7	The library closed early the electricity supply had failed again!
8	The winning essay thoughtful original and deeply personal impressed the judges.



Proceed straight to the quiz on page 82, if you inserted the missing punctuation marks correctly.

4. Speech



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ACKNOWLEDGEMENTS

Direct and indirect speech



What is speech?

Direct speech presents the speaker's exact words, usually enclosed in quotation marks. This allows the reader to hear the voice, tone, and phrasing of the original speaker as closely as possible. Indirect speech, by contrast, reports or summarises what was said, without repeating the precise wording. Instead of quotation marks, it relies on changes in pronouns, verb tense, and sentence structure to convey the same meaning in a smoother, more integrated way.

Being able to recognise and use direct and indirect speech correctly strengthens both clarity and accuracy in writing. Rather than changing the core message, these two forms influence how the message is delivered: whether the reader experiences the immediacy of spoken words or the reflective distance of a reported idea.



In grammatical terms, speech refers to the representation of spoken language in written form, either by quoting a speaker's exact words (direct speech) or by reporting the meaning of those words in a changed structure (indirect speech).



Introduction to Direct and Indirect Speech

Scan this QR code to access a complete online lesson: **Introduction to Direct and Indirect Speech**. (Duration: 20 minutes)
Password: *****



There are 3 sections to this task. Each section is worth 5 marks. The task is worth 15 marks in total. The first two sections assess your ability to convert direct speech into indirect speech. The third section assesses your ability to convert indirect speech into direct speech. *The answers to this task are provided in the companion Suggested Answers booklet.*

SECTION 1: Choose which of the 2 possible sentences (A or B) is the correct way to convert the direct speech in the example sentence provided into indirect speech. Please indicate your choice in the column on the right.

No.	Question:	A or B:
1	The teacher said, 'The test is tomorrow.'	A. The teacher said that the test is tomorrow. B. The teacher said that the test was the next day.
2	Kgosi said, 'I am tired.'	A. Kgosi said that he was tired. B. Kgosi said that he is tired.
3	Thabo asked, 'Can I come in?'	A. Thabo asked whether he could come in. B. Thabo asked can he come in.
4	The teacher said, 'You must work quietly.'	A. The teacher said that they must work quietly. B. The teacher said that they had to work quietly.
5	The student said, 'We are ready.'	A. The student said that they were ready. B. The student said that they are ready.

FOREWORD

1. PARTS OF SPEECH

2. UNITS OF STRUCTURE

3. PUNCTUATION

4. SPEECH

5. COMMON ERRORS

6. DICTIONARIES AND THESAURUSES

ACKNOWLEDGEMENTS

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1. PARTS OF SPEECH

2. UNITS OF STRUCTURE

3. PUNCTUATION

4. SPEECH

5. COMMON ERRORS

6. DICTIONARIES AND THESAURUSES

ACKNOWLEDGEMENTS

SECTION 2: Complete the **indirect-speech** sentences by inserting the missing words.

No.	Question:	Missing word:
6	The teacher said, 'I am proud of you.'	The teacher said that she _____ proud of them.
7	Justin said, 'We will finish today.'	Justin said that they _____ finish that day.
8	Thando asked, 'Do you understand?'	Thando asked whether we _____.
9	The teacher acknowledged, 'The lesson is difficult.'	The teacher acknowledged that the lesson _____ difficult.
10	The student said, 'I can hear you.'	The student said that she _____ hear them.

SECTION 3: Complete the **direct-speech** sentences by inserting the missing words.

No.	Question:	Missing word:
11	The student said that he was nervous.	The student said, 'I _____ nervous.'
12	Olivia said that they were ready.	Olivia said, '_____ are ready.'
13	The teacher said that the test would begin after break time.	The teacher said, 'The test _____ begin after break time.'
14	Vuyo said that he would try again.	Vuyo said, 'I _____ try again.'
15	The coach said that we had played well.	The coach said, '_____ played well.'



Proceed straight to the pop-quiz on page 100, if you answered the preceding questions correctly.

	Characteristics:	Examples:
<div style="font-size: 2em; font-weight: bold; margin-bottom: 5px;">3</div> Direct speech	<ul style="list-style-type: none"> ★ Helps create a sense of immediacy, voice, and realism in writing. ★ Records the exact words spoken by a speaker. ★ Uses quotation marks to separate the spoken words from the rest of the sentence. ★ Often includes a reporting clause (e.g., <i>said the teacher, asked Zinhle</i>) to identify the speaker. 	<ul style="list-style-type: none"> » 'The exam will begin now,' said the teacher. » Nokuthula asked, 'Do we need to answer every question?' » 'Please remember to check your work carefully,' the principal reminded the pupils. » 'I feel much more confident today,' said the student, after he had studied.
<div style="font-size: 2em; font-weight: bold; margin-bottom: 5px;">3</div> Indirect (reported) speech	<ul style="list-style-type: none"> ★ Helps create 'distance' between us and what was said. It makes the tone more formal, summarised, or objective. ★ Reports what someone said without using his or her exact words. ★ Does not use quotation marks (because the words are rewritten as part of a sentence). ★ Often requires changes in pronouns (e.g., <i>I</i> → <i>he/she</i>), tense (e.g., <i>am</i> → <i>was</i>) and time and place words (e.g., <i>today</i> → <i>that day</i>). 	<ul style="list-style-type: none"> » The teacher said that the exam would begin immediately. » Nokuthula asked whether they needed to answer every question. » The principal reminded the pupils to check their work carefully. » The student said that he felt much more confident after he had studied.

Converting direct speech into indirect speech:

Identify the reporting clause + the quoted clause (spoken words).

Remove quoted-clause punctuation:

- Quotation marks.
- Tone-related punctuation (e.g., exclamation marks, question marks).
- Capital letter of the first word (unless it is a proper noun).

Connect the clauses:

- Replace the reporting-clause comma with a conjunction
 - ◇ Statement or exclamation = add 'that'
 - ◇ Question = add 'whether' (N.B. never use 'if')

Change the pronouns (from perspective of original speaker to that of the reporter):

- First-person pronouns change to match the **subject** of the reporting clause verb.
 - ◇ I → she/he
 - ◇ me → her/him
 - ◇ my → her/ hers/his
 - ◇ we → they
 - ◇ us → them
 - ◇ our → their
 - ◇ ours → theirs
- Second-person pronouns change to match the **object** of the reporting clause verb.
 - ◇ you (subject) → she/he/they
 - ◇ you (object) → her/him/them
 - ◇ your → her/his/their
 - ◇ yours → hers/his/theirs
 - ◇ yourself → herself/himself
 - ◇ yourselves → themselves
- Third-person pronouns always stay the same.

'Backshift' the verbs in the quoted speech clause (what was said *then* is being reported *now*):

- present simple → past simple
 - ◇ will → would
 - ◇ can → could
 - ◇ may → might
- present continuous → past continuous
- present perfect → past perfect
- past simple → past perfect

Change time and place words (to reflect shift from *now* to *then*):

- Moving in time (since it is now later):
 - ◇ tomorrow → the next/following day
 - ◇ today → that day
 - ◇ yesterday → the day before/the previous day
 - ◇ now → then/at that moment
- Moving in location (if no longer in the same spot):
 - ◇ here → there
 - ◇ this → that
 - ◇ these → those

1
Identify
clauses

2
Adjust
punctuation

3
Insert or
remove
conjunctions

4
Change
pronouns

5
'Shift'
verbs

6
Adjust
context
(time and
place)

Converting indirect speech into direct speech:

Identify the reporting clause + the quoted clause (spoken words).

Insert quoted-clause punctuation:

- Quotation marks.
- Tone-related punctuation (e.g., exclamation marks, question marks).
- Capital letter of the first quoted word.

Separate the clauses:

- Replace the reporting clause conjunction (that, whether) with a comma.

Change the pronouns (from the perspective of the reporter to that of the original speaker):

- Pronouns change to match the **subject** of the reporting-clause verb.
 - ◇ she/he → I
 - ◇ her/him → me
 - ◇ her/his → my
 - ◇ hers/his → mine
 - ◇ they → we
 - ◇ them → us
 - ◇ their → our
 - ◇ theirs → ours

'Foreshift' the verbs in the quoted-speech clause (what was reported *then* is being said *now*):

- past simple → present simple
 - ◇ would → will
 - ◇ could → can
 - ◇ might → may
- past continuous → present continuous
- past perfect → present perfect

Change time-and-place words (to reflect shift from *then* to *now*):

- Moving in time (since it is being said now):
 - ◇ the next/following day → tomorrow
 - ◇ that day → today
 - ◇ the day before/the previous day → yesterday
 - ◇ then/at that moment → now
- Moving in location (if no longer in the same spot):
 - ◇ there → here
 - ◇ that → this
 - ◇ those → these

FOREWORD

1. PARTS OF SPEECH

2. UNITS OF STRUCTURE

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4. SPEECH

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6. DICTIONARIES AND THESAURUSES

ACKNOWLEDGEMENTS



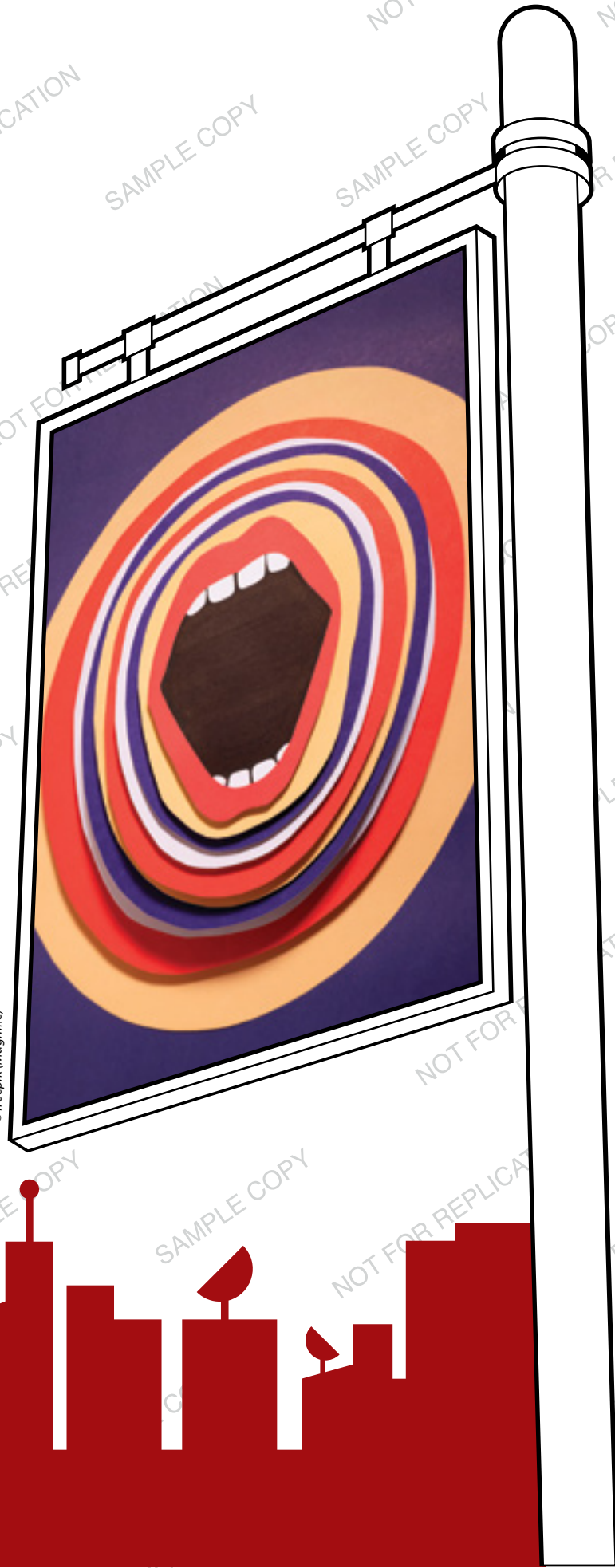
THE 6 STEPS:

- 1 Identify **clauses**
- 2 Adjust **punctuation**
- 3 Insert or remove **conjunctions**
- 4 Change **pronouns**
- 5 'Shift' **verbs** (forwards or backwards)
- 6 Adjust **context** (time and place)

- FOREWORD
- 1. PARTS OF SPEECH
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- 6. DICTIONARIES AND THESAURUSES
- ACKNOWLEDGEMENTS

Direct > Indirect:	
Example:	The teacher said, 'I will mark your essays tomorrow.'
1. Clauses	<i>[The teacher said,] [I will mark your essays tomorrow.]</i>
2. Punctuation	<i>The teacher said, I will mark your essays tomorrow.</i>
3. Conjunction	<i>The teacher said that I will mark your essays tomorrow.</i>
4. Pronouns	<i>The teacher said that she will mark their essays tomorrow.</i>
5. Verbs	<i>The teacher said that she would mark their essays tomorrow.</i>
6. Context	<i>The teacher said that she would mark their essays the next day.</i>
Converted:	<i>The teacher said that she would mark their essays the next day.</i>

Indirect > Direct:	
Example:	Thabo said that he was feeling nervous about the exam that day.
1. Clauses	<i>[Thabo said that] [he was feeling nervous about the exam that day.]</i>
2. Punctuation	<i>Thabo said that 'He was feeling nervous about the exam that day.'</i>
3. Conjunction	<i>Thabo said, 'He was feeling nervous about the exam that day.'</i>
4. Pronouns	<i>Thabo said, 'I was feeling nervous about the exam that day.'</i>
5. Verbs	<i>Thabo said, 'I am feeling nervous about the exam that day.'</i>
6. Context	<i>Thabo said, 'I am feeling nervous about the exam today.'</i>
Converted:	<i>Thabo said, 'I am feeling nervous about the exam today.'</i>





There are 3 sections to this task. Each section is worth 5 marks. The task is worth 15 marks in total. The first two sections assess your ability to convert direct speech into indirect speech. The third section assesses your ability to convert indirect speech into direct speech. *The answers to this task are provided in the companion Suggested Answers booklet.*

SECTION 1: Choose which of the 2 possible sentences (A or B) is the correct way to convert the direct speech in the example sentence provided into indirect speech. Please indicate your choice in the column on the right.

No.	Question:	A or B:
1	Thandi said, 'I finished my homework yesterday.'	A. Thandi said that she had finished her homework the day before. B. Thandi said that she finished her homework yesterday.
2	The principal said, 'These results are excellent.'	A. The principal said that those results were excellent. B. The principal said that these results are excellent.
3	Thabo asked, 'Where are you going now?'	A. Thabo asked where we were going then. B. Thabo asked where I was going now.
4	The coach said, 'Do not arrive late for practice.'	A. The coach said do not arrive late for practice. B. The coach told them not to arrive late for practice.
5	Chad asked, 'Will you help me?'	A. Chad asked whether we would help him. B. Chad asked will I help him.

SECTION 2: Complete the **indirect-speech** sentences by inserting the missing words.

No.	Question:	Missing words:
6	Elsa said, 'I am meeting my parents here.'	Elsa said that she _____ meeting her parents _____.
7	The teacher said, 'You must submit your projects today.'	The teacher said that they _____ submit their projects _____.
8	Lonwabo asked, 'Why did you leave early yesterday?'	Lonwabo asked why we _____ early _____.
9	The coach said, 'Finish the race as quickly as possible.'	The coach told them _____ the race as quickly as possible.
10	The student said, 'We have been studying since this morning.'	The student said that _____ had been studying since that morning.

SECTION 3: Complete the **direct-speech** sentences by inserting the missing words.

No.	Question:	Missing words:
11	The teacher said that they would write the test the next day.	The teacher said, 'We _____ write the test _____.'
12	Nomvula said that she had completed the assignment the day before.	Nomvula said, ' _____ completed the assignment _____.'
13	Johan asked whether I was joining them then.	Johan asked, ' _____ you joining us _____?'
14	The coach told the team to practise harder that week.	The coach said, ' _____ practise harder _____ week.'
15	The principal said that those students were performing very well.	The principal said, ' _____ students _____ performing very well.'



Proceed straight to the pop-quiz on page 100, if you answered the preceding questions correctly.

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- 4. SPEECH
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Figures of speech



FIGURES OF SPEECH ALLOW WRITERS AND SPEAKERS TO MOVE BEYOND PLAIN, LITERAL EXPRESSION AND TO COMMUNICATE IDEAS METAPHORICALLY, AND MORE VIVIDLY, PERSUASIVELY, AND MEMORABLY.



Introduction to Figures of Speech

Scan this QR code to access a complete online lesson: **Introduction to Figures of Speech**. (Duration: 34 minutes)
Password: *****

FOREWORD

1. PARTS OF SPEECH

2. UNITS OF STRUCTURE

3. PUNCTUATION

4. SPEECH

5. COMMON ERRORS

6. DICTIONARIES AND THESAURUSES

ACKNOWLEDGEMENTS



Identify the figures of speech present in the example sentences by inserting the correct names in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*

No.	Sentence:	Figure of speech:
1	The classroom was as quiet as a library during exams.	
2	Time is a thief that steals our moments.	
3	The classroom walls listened to every secret discussion.	
4	O homework , why do you haunt my weekends?	
5	She studied day and night , in rain and shine .	
6	The office of the principal drew up the new rules.	
7	I've told you a million times to bring your books!	
8	'Lovely weather,' he said during the downpour .	
9	The teacher told Tim to tidy the table .	
10	Tick-tock went the clock during the exam.	



Proceed straight to the pop-quiz on page 113, if you identified the figures of speech present in the preceding questions correctly.

What are figures of speech?

There are many types of figures of speech, and they are typically classified by the effects they create. We have included the most common ones in this resource and classified them into the following seven groups: Comparisons, Contrasts, Emphasis, Sound devices, Substitutions, Inferences, and Wordplay. Being able to recognise the role or function of different figures of speech helps us understand how meaning can be enriched or intensified, without changing the basic grammatical structure of a sentence. Instead of focusing only on what words literally express, we consider how language may suggest comparisons, exaggerations, contrasts, or symbolic meanings that deepen the reader's or the listener's understanding. In this way, figures of speech work alongside grammar and vocabulary to make communication more expressive and engaging.



Figures of speech are the creative and non-literal ways in which language can be used to enhance meaning, emphasis, and imagery. Although not technically part of grammar, figures of speech are usually taught alongside grammar because they are part of how language creates meaning and effect.

Type:	Name:	Characteristics:	Examples:
COMPARISONS Purpose To clarify, describe vividly, or create imaginative connections. (Imagery) Effect Show similarity or contrast among things.	Simile	A comparison using like or as .	The classroom was as quiet as a library .
	Metaphor	A direct comparison that says one thing is another.	The classroom was a pressure cooker before the final exam.
	Analogy	A comparison that explains something by showing how it is similar to something else (often extended and logical).	The brain works like a muscle : the more you use it, the stronger it becomes.
	Personification	Giving human qualities to non-human things (e.g., inanimate objects or abstract ideas).	The sun smiled down on the playground.
	Apostrophe	Addressing an absent person, abstract idea, or non-human thing directly.	O Time , why do you move so quickly during the holidays?
CONTRAST Purpose To sharpen meaning by emphasising distinctions or oppositions. Effect Highlight differences or tension.	Antithesis	A balanced contrast of opposite ideas.	The classroom was silent , but the students' minds were noisy with ideas.
	Oxymoron	Two contradictory words placed directly together.	The student's response to the question was a deafening silence .
	Paradox	A statement that seems contradictory but reveals a deeper truth.	The more the students studied , the more they realised how much they didn't know .
	Juxtaposition	Placing two contrasting ideas or images close together for effect.	The bright, colourful walls of the classroom contrasted with the tired, pale faces of the students.
	Irony*	A contrast between expectation and reality. Three main types: verbal** (a statement that incongruously or startlingly differs from what you really mean), situational (what happens is very different from what is expected), and dramatic (an audience knows something a character does not).	When the class arrived very late, the teacher said, ' Nice of you all to be so early for tomorrow's lesson. ' (verbal) The student who bragged most about studying misaid his notes . (situational) The student smiled as he hid his phone, unaware that the teacher had watched him do so .

* Irony is not a synonym for satire. **Satire** is a genre of literature that often uses irony — along with other techniques, such as exaggeration, ridicule, and humour — to expose and criticise human vices, follies, or societal flaws, usually with the intention of provoking change or reform.

** **Sarcasm** is a specific type of verbal irony in which the speaker says the opposite of what he or she actually means with the intention of insulting someone or highlighting the absurdity of a situation (in a humorous, yet biting, way). Unlike gentle teasing or simple irony, sarcasm is usually intended to cause pain, show anger, or deeply criticise. It is heavily dependent on context and tone of voice (saying something in a sharp, cutting, or bitter manner), and is frequently accompanied by gestures such as eye-rolling, smirking, or raised eyebrows. In other words, sarcasm is the use of verbal irony to mock, criticise, or express contempt. All sarcasm is verbal irony, but not all verbal irony is sarcastic. Verbal irony is often a vehicle of wit.

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- ACKNOWLEDGEMENTS

Type:	Name:	Characteristics:	Examples:
EMPHASIS Purpose To highlight importance or heighten drama. Effect Strengthen emotional force or intensity.	Hyperbole	A deliberate exaggeration used for emphasis or effect.	<i>I have a million assignments to finish tonight.</i>
	Understatement	A deliberate attempt to make something seem less important or serious than it really is.	<i>The storm flooded the sports field, but the coach called it 'a bit of rain'.</i>
	Litotes	A special type of understatement that expresses a positive idea by negating its opposite (often using 'no' or 'not').	<i>She is no stranger to hard work (i.e., she is very industrious). Those marks are not bad at all (i.e., very good, indeed).</i>

SOUND DEVICES Purpose To enhance rhythm, mood, and memorability. Effect Create musical or auditory effects.	Alliteration	Repetition of the same initial consonant sound (i.e., the sound at the beginning) in nearby words.	<i>Peter proudly presented his poetry project.</i>
	Anaphora	Repetition of a word or phrase at the beginning of successive clauses or sentences.	<i>She believed in effort. She believed in discipline. She believed in herself.</i>
	Assonance	Repetition of the same vowel sound in nearby words.	<i>She spoke in slow, low tones.</i>
	Consonance	Repetition of consonant sounds, especially at the ends or within words.	<i>The last test was the hardest.</i>
	Onomatopoeia	Words that imitate (sound like) the sounds they describe (e.g., buzz, crash, whisper, sizzle, mew).	<i>The clock ticked quietly on the classroom wall.</i>
	Repetition	Deliberate re-use of a word or phrase anywhere in a sentence or across sentences for emphasis.	<i>This is our time, our chance, our moment to shine.</i>
	Rhyme	Words with matching ending sounds, often at the ends of lines.	<i>She worked hard at school every day. She was determined she would succeed in her own way. They usually read before they went to bed.</i>
	Rhythm	The pattern of stressed and unstressed beats in language.	<i>The SUN was HOT. / The DAY was LONG.</i>
	Sibilance	Repetition of hissing or whispering or hushing consonant sounds, such as 's', 'sh', 'z', and 'ch', in nearby words.	<i>The snakes slithered silently through the grass.</i>



Type:	Name:	Characteristics:	Examples:
SUBSTITUTIONS Purpose To create layered or symbolic meaning. Effect One thing represents another.	Symbolism	Using an object, colour, or action to represent a deeper meaning.	Knowing she had failed the examination, she sat and stared at the broken clock on the wall.
	Allegory	An extended form of symbolism in which the characters and events in a narrative consistently represent deeper moral or political meanings.	In Animal Farm , the farm animals overthrow the farmer, but gradually the pigs become just as oppressive as the farmer had been. Thus, the novel is an allegory, suggesting how revolutions can reproduce the very tyranny they supposedly eliminate.
	Metonymy	Replacing something with the name of something closely associated with it. In other words, the substitution of a word referring to an attribute of a person or thing for the person or thing that is meant. For example: the use of 'the White House' to refer to the American President or American presidential power.	The team is chasing the trophy this season. The school waited to hear from the principal's office .
	Synecdoche	Using a part of something to represent the whole, or the whole to represent a part.	Several new faces appeared in the classroom today. He drove his new wheels into the school parking lot.

INFERENCES Purpose To communicate ideas without stating them explicitly. Effect Create layered meanings (using hidden [implied] ideas).	Allusion	An indirect reference to a well-known person, place, event, or text.	The new student turned out to be a real Einstein in Maths.
	Euphemism	A mild or indirect expression used instead of one considered harsh or blunt. Euphemisms can be used foolishly or deceptively to hide supposedly unpleasant truths or to conceal culpability. They can also be used mockingly as Sir Winston Churchill did when he said his opponents were guilty of using 'terminological inexactitude' — meaning, of course, outright lies.	The student was economical with the truth . My grandfather passed away last winter.
	Innuendo	An indirect or subtle hint, often suggestive or critical.	'Do you like my new painting?' 'The frame is nice.' It was interesting to note how quickly their project was finished, after they had met with the tutor .



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Type:	Name:	Characteristics:	Examples:
WORDPLAY Purpose To amuse, to engage, or to provoke thought. Effect Creates clever or playful effects.	Pun	A play on words that exploits multiple meanings or similar sounds.	The music teacher noted the mistake immediately. I tried to tell a joke about a comma , but it needed a more effective pause .
	Double entendre	A phrase with two meanings — one usually innocent and the other suggestive or ironic (often sexual).	The teacher said the new hallway policy should keep everyone in line .
	Malapropism (see page 133)	The misuse of a word in place of a similar-sounding one, often humorous.	The speaker praised the students' precipitation . (The speaker praised the students' participation.)
	Spoonerism (see page 132)	An accidental switching of initial sounds between words.	She hissed all the mystery lectures. (She missed all the history lectures.)
	Antanaclassis	Repetition of the same word in different senses. Also known as Polyptoton . For example: 'Please, please me', as the Beatles sing.	The class will face the challenge with a brave face . The student presented a fair argument at the science fair .
	Portmanteau	A word formed by blending two words and their meanings.	Brainrot (Brain + Rot): The mental, cognitive, or intellectual decline caused by excessive consumption of low-quality, superficial online content. Mockumentary (Mock + Documentary): A fictional story presented in the style of a documentary. Listicle (List + Article): An article structured as a list. Frenemy (Friend + Enemy): A person with whom one is friendly, despite a fundamental dislike or rivalry. Doomscrolling (Doom + Scrolling): The act of continually scrolling through and reading depressing or worrying content on social media or news sites.



Identify the figures of speech defined in the example sentences by inserting the correct names in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*

No.	Definition:	Figure of speech:
1	A direct comparison using <i>like</i> or <i>as</i> .	
2	A figure of speech that gives human qualities to non-human things.	
3	A comparison stating one thing is another.	
4	A statement that seems self-contradictory, but which reveals truth.	
5	Placing contrasting ideas close together for effect.	
6	Extreme exaggeration for emphasis.	
7	Repetition of initial consonant sounds.	
8	A word used in place of something closely associated with it.	
9	A play on words exploiting multiple meanings.	
10	A part representing the whole (or vice versa).	



Proceed straight to the pop-quiz on page 113, if you identified the figures of speech correctly.

Figurative expressions



Figurative expressions are words or groups of words used in a non-literal way to create vivid mental imagery, comparison, or emotional effect. While literal language states ideas directly and factually, figurative language adds layers of suggestion, connotation, and tone. Figurative expressions are essential for effective communication because they help writers and speakers make ideas more engaging, memorable, and expressive. They allow language to move beyond simple description and to convey attitude, mood, and deeper associations. Although not technically part of grammar, figurative expressions are usually taught alongside grammar because being able to recognise when language is being used non-literally and to interpret the intended meaning is an essential part of reading confidently and writing effectively.

The main role of figurative expressions is to enrich meaning by creating imaginative connections between ideas. Instead of stating information plainly, figurative language helps the reader or listener visualise, feel, or infer additional meaning. In this way, figurative expressions work alongside grammar and vocabulary to strengthen clarity, emphasis, and impact. They are especially common in literature, persuasive writing, speeches, and everyday conversation.

IDIOMS are a particularly important type of figurative expression. An idiom is a fixed phrase whose meaning cannot be worked out simply by interpreting the individual words literally (e.g., spill the beans, kick the bucket, raining cats and dogs, a piece of cake, once in a blue moon). Knowing common idioms is useful because they (1) appear frequently in everyday spoken and written English, (2) help us to understand implied or culturally shared meanings, and (3) make language sound more fluent and natural. Without familiarity with idioms, we may understand the grammar of a sentence, but still miss the intended meaning.



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100 of the Most Common English Idioms



There are thousands of idioms in English. Scan this QR code to access a list of 100 of the most common ones.

Password: *****

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- ACKNOWLEDGEMENTS

5. Common errors



Identifying Common Errors

Scan this QR code to access a complete online lesson: **Identifying Common Errors**. (Duration: 47 minutes)

Password: *****

FOREWORD

1. PARTS OF SPEECH

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6. DICTIONARIES AND THESAURUSES

ACKNOWLEDGEMENTS



This section of the resource highlights the common types of grammatical errors made in English. It is designed to be a useful reference checklist for both students and teachers: each error type is grouped under a clear heading, briefly explained in plain language, and supported by typical examples. Used alongside the earlier sections, it can help you spot patterns quickly, diagnose what is going wrong in a sentence (structure, agreement, word choice, register, or punctuation), and revise with more accuracy and confidence. Keeping with the format used throughout this resource, each section begins and ends with a simple pop-quiz to help you determine how well you understand the types of errors it covers.

Sentence-level errors



- FOREWORD
- 1. PARTS OF SPEECH
- 2. UNITS OF STRUCTURE
- 3. PUNCTUATION
- 4. SPEECH
- 5. COMMON ERRORS
- 6. DICTIONARIES AND THESAURUSES
- ACKNOWLEDGEMENTS



Choose the **type of error** present in each of the following example sentences by writing the correct letters (A–E) in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*

Sentence-level errors:

- A. Fragment/Incomplete** **B. Run-on** **C. Comma splice** **D. Misplaced/dangling modifier** **E. Parallelism error**

No.	Question:	Letter:
1	Because the students arrived late to assembly.	
2	The teacher explained the poem carefully, the students still felt confused.	
3	The pupils finished the test they handed in their papers the bell rang.	
4	The students enjoy debating, to write essays, and they analyse films.	
5	After reading the novel, the theme of isolation became clear to the class.	
6	We studied Shakespeare in class we also watched a documentary about his life.	
7	The project requires researching the author, writing a summary, and you must present findings.	
8	While walking to the library. The students discussed their oral presentations.	
9	The principal announced the results, the hall became silent.	
10	Running down the corridor, the homework slipped out of my bag.	



Proceed straight to the pop-quiz on page 116, if you identified the types of error correctly.

Error:	What it is:	Why it is an error:	Examples:
Sentence fragment	A sentence fragment is an incomplete sentence that is missing a key part of the structure of a sentence (usually a subject, a finite verb, or a complete thought).	The reader is left waiting for the rest of the idea or information (because the fragment is unable to stand alone as a clear, independent unit of meaning).	<ul style="list-style-type: none"> » Fragment: <i>Because the students forgot to bring their books.</i> Corrected: <i>The students struggled in class, because they forgot to bring their books.</i> » Fragment: <i>After the assembly ended.</i> Corrected: <i>After the assembly ended, the Grade 9s returned to their classrooms.</i>
Run-on sentence	A run-on sentence happens when two (or more) complete sentences are joined without punctuation, with incorrect punctuation, or without a linking word (e.g., a conjunction).	The reader is left confused because he or she is unable to see clearly and easily where one complete thought ends and the next begins.	<ul style="list-style-type: none"> » Run-on: <i>The teacher handed out the test the students started writing immediately.</i> Corrected: <i>The teacher handed out the test, and the students started writing immediately.</i> » Run-on: <i>Zanokuhle revised her notes she still felt nervous before the exam.</i> Corrected: <i>Zanokuhle revised her notes, but she still felt nervous before the exam.</i>
Comma splice	A comma splice occurs when two complete sentences are joined using only a comma (without a conjunction like <i>and</i> , <i>but</i> , <i>so</i> , etc.).	It misleads the reader into thinking that the second sentence is not independent and rather a dependent/subordinate clause (because two independent sentences would be punctuated differently or joined with a proper connector). A comma is not 'strong enough' to join two independent sentences on its own.	<ul style="list-style-type: none"> » Comma splice: <i>The bell rang, the class did not move.</i> Corrected: <i>The bell rang, but the class did not move.</i> » Comma splice: <i>We studied <u>Macbeth</u>, we wrote a paragraph on ambition.</i> Corrected: <i>We studied <u>Macbeth</u>; we wrote a paragraph on ambition</i>
Misplaced or dangling modifier	A <i>misplaced modifier</i> occurs when a descriptive phrase is placed too far from what it describes. A <i>dangling modifier</i> occurs when a descriptive phrase has no clear (or correct) word to which it is attached.	The reader is left confused because the placement suggests the modifier describes the wrong person or thing. Thus, there is ambiguity.	<ul style="list-style-type: none"> » Misplaced modifier: <i>The teacher gave sweets to the students wrapped in bright paper. (Wait! Were the students wrapped in bright paper?)</i> Corrected: <i>The teacher gave the students sweets wrapped in bright paper.</i> » Dangling modifier: <i>Walking into the classroom, the test was already on my desk. (Wait! How did the test manage to walk?)</i> Corrected: <i>Walking into the classroom, I saw that the test was already on my desk.</i>
Parallelism error	A parallelism error happens when items in a list or paired structure do not match in grammatical form (e.g., mixing verbs, nouns, or phrases unevenly).	The reader is left confused by the unexpected and sudden shift. The change forces the reader to pause, re-parse the sentence, and mentally fix the grammar to recover the intended meaning.	<ul style="list-style-type: none"> » Not parallel: <i>In English, we had to read the novel, writing an essay, and a presentation afterwards. (Wait! Had to ... writing' and 'had to ... a presentation' do not make sense! Are these items related? Who was doing them?)</i> Corrected: <i>In English, we had to read the novel, write an essay, and give a presentation afterwards.</i> » Not parallel: <i>The prefect was confident, organised, and she worked hard. (Wait! The qualities of the prefect were being described ('confident', 'organised'), but 'worked hard' is a behaviour. Is this last item part of the same list or the start of a new idea?)</i> Corrected: <i>The prefect was confident, organised, and hardworking.</i>



Choose the **type of error** present in each of the following example sentences by writing the correct letters (A–E) in the space provided. THEN **rewrite** each sentence correctly in the space provided. Each correctly identified type of error is worth one mark and each correctly rewritten sentence is worth one mark. *The answers to this task are provided in the companion Suggested Answers booklet.*

Sentence-level errors:

- A. Fragment/Incomplete** **B. Run-on** **C. Comma splice** **D. Misplaced/dangling modifier** **E. Parallelism error**

No.	Sentence:	Type:	Corrected:
1	The students wrote the essay they edited it they submitted it online.		
2	Although the pupils of the Grade 10 class revised the play after school.		
3	The teacher set a strict deadline, the class complained loudly.		
4	We watched the film in class we discussed the symbolism in groups.		
5	The project involves reading the novel, to research the author, and writing a response.		
6	Sitting at the back of the classroom, the instructions sounded confusing.		
7	The students needed more time, they rushed through the conclusion.		
8	Because the introduction was too vague and unclear.		
9	The assignment requires students to plan their speeches, drafting them, and to practise delivery.		
10	While analysing the advert, the persuasive techniques were easy to spot.		



Proceed straight to the pop-quiz on page 116, if you identified the types of error and rewrote the sentences correctly.

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**Agreement errors
(concord)**



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For each question, choose which of the 2 possible sentences (A or B) is correct. Please indicate your choice in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*

No.	Sentence:	A or B:
1	A. The group of students were excited about the camp. B. The group of students was excited about the camp.	
2	A. Neither of the computers works properly in the lab. B. Neither of the computers work properly in the lab.	
3	A. The list of setworks include <u>Macbeth</u> and <u>Tsotsi</u> . B. The list of setworks includes <u>Macbeth</u> and <u>Tsotsi</u> .	
4	A. Every student in the Grade 9 class have submitted his or her draft. B. Every student in the Grade 9 class has submitted his or her draft.	
5	A. The teachers, as well as the principal, are attending the awards evening. B. The teachers, as well as the principal, is attending the awards evening.	



Proceed straight to the pop-quiz on page 119, if you chose the correct sentences.

Error:	What it is:	Why it is an error:	Examples:
Concord error (subject-verb agreement)	A subject-verb agreement error happens when the verb does not match the subject in number (singular/plural) or person. In other words, a singular subject needs a singular verb, and a plural subject needs a plural verb.	The reader is left confused about who is doing the action, especially when extra phrases come between the subject and the verb (because the verb seems to be related to a different subject).	<p>» Error: <i>The teachers is meeting the Grade 12s after break.</i></p> <p>Corrected: <i>The teachers are meeting the Grade 12s after break.</i></p> <p>» Error: <i>The stack of exam papers were left in the staffroom.</i></p> <p>Corrected: <i>The stack of exam papers was left in the staffroom.</i></p>



Remember that **more than one verb** may refer to the same subject. In which case, all the related verbs need to agree with the subject. For example: *The Grade 10 pupils **read** the novel, **analyse** its themes, and **write** a response paragraph in their books.*



Collective nouns can be tricky. Typically, they are singular subjects (because they describe a group of things as a single unit) and so verbs related to collective nouns need to be singular. This is the case even when the collective noun is a group of words. For example: *The class of pupils **is** working silently on a comprehension test. The list of setworks **is** on the teacher's desk. The choir **practises** every Wednesday afternoon in the hall. The team **is** travelling to Pretoria for the athletics meeting. The committee **meets** after school to discuss exam preparation.*

In South African Standard English (SASE), however, it is acceptable to use a plural verb, **if your intention is to describe the group as individuals**: *Since the captain spoke to each of them, the team **have begun** playing well together.*

Pronoun-noun or Possessive-adjective-noun	A pronoun-noun agreement error happens when a pronoun (e.g., <i>he, she, it, they, this, those</i>) does not match the noun it replaces or to which it refers (its antecedent) in number (singular/plural) and/or person (first/second/third person).	The reader is left wondering to whom or what the sentence is referring (because the pronoun seems to be related to a different noun).	<p>» Error: <i>Each of the teachers handed in their report by Friday. (Wait! ... Who wrote the report?)</i></p> <p>Corrected: <i>Each of the teachers handed in his or her report by Friday.</i></p> <p>» Error: <i>A student should always check their work before submitting it. (Wait! ... Whose work should the student check?)</i></p> <p>Corrected: <i>A student should always check his or her work before submitting it.</i></p>
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THERE IS SOME DISCUSSION REGARDING THIS ERROR AS REPEATING 'HIS OR HER' CAN BECOME QUITE CLUMSY AND SO 'THEIR' IS OFTEN ACCEPTED AS AN ALTERNATIVE, BUT WHEN WRITING FORMALLY ABOUT AN INDIVIDUAL IT IS STILL CORRECT TO USE A SINGULAR PRONOUN RATHER THAN A PLURAL ONE.

Remember that when **either** and **neither** function as pronouns they are treated as singular (because they mean 'one or the other'). For example: *Either option **is** acceptable. Neither of the answers **is** correct.* The exception to this convention is when you are using 'either ... or' and 'neither ... nor'. In these instances, the verbs agree with the closer subject (the one right next to the verb). For example: *Neither the teacher nor the students are ready. (closer = students → plural). Neither the students nor the teacher is ready (closer = teacher → singular).*

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Verb errors



For each question, choose which of the two possible sentences (A or B) is correct. Please indicate your choice in the column on the right. *The answers to this task are provided in the companion Suggested Answers booklet.*

No.	Sentence:	A or B:
1	<p>A. Each student must submit their worksheet before break.</p> <p>B. Each student must submit his or her worksheet before break.</p>	
2	<p>A. The school committee finished their report and handed it to the principal.</p> <p>B. The school committee finished its report and handed it to the principal.</p>	
3	<p>A. A student should bring his or her textbook to class every day.</p> <p>B. A student should bring their textbook to class every day.</p>	
4	<p>A. The team celebrated its victory and said they would train harder.</p> <p>B. The team celebrated its victory and said it would train harder.</p>	
5	<p>A. Neither Sipho nor Thandi brought his or her library book.</p> <p>B. Neither Sipho nor Thandi brought their library book.</p>	



Proceed straight to the pop-quiz on page 119, if you chose the correct sentences.



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