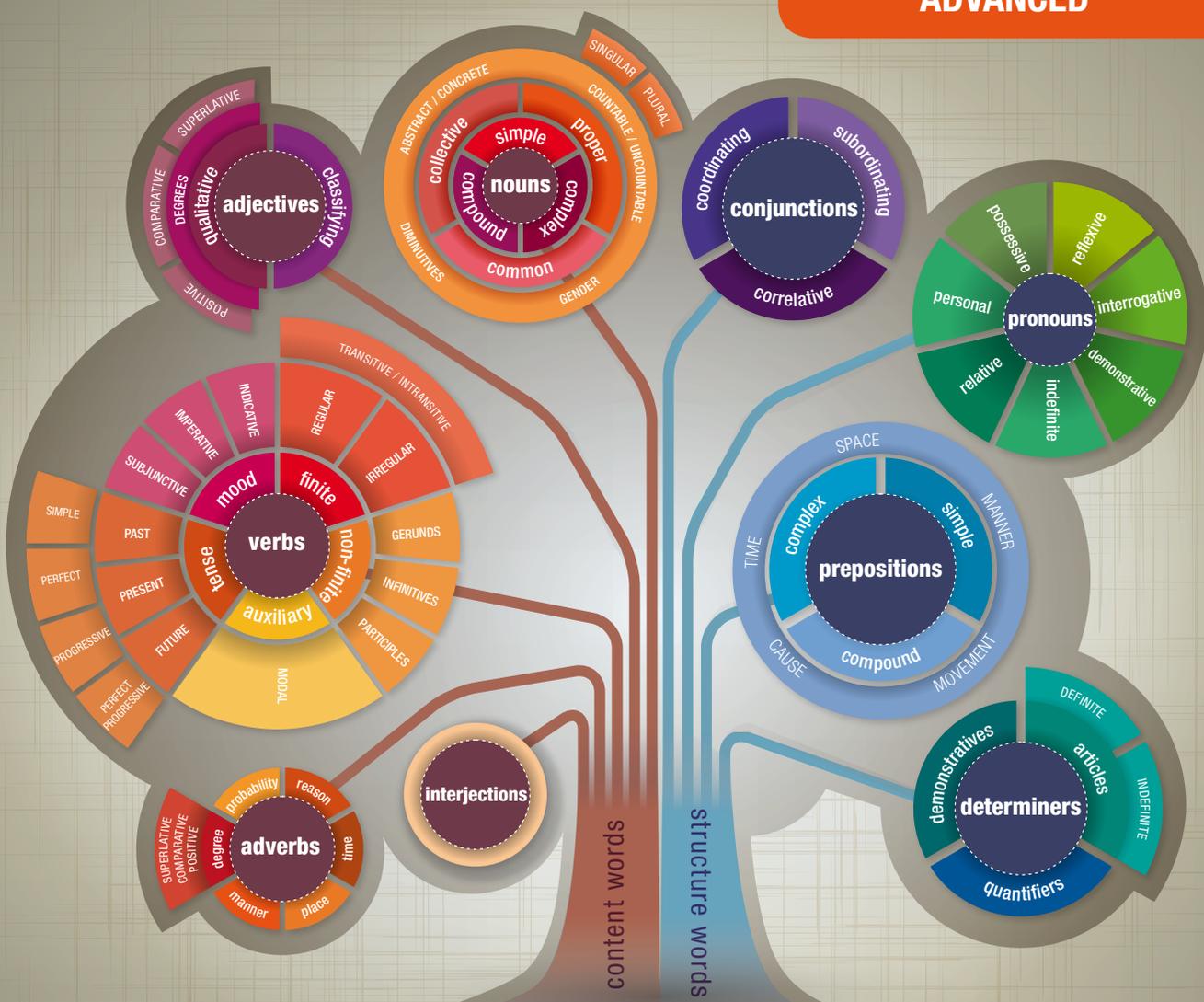


# OXFORD

# English Grammar

ADVANCED



PARTS OF SPEECH

the advanced guide answer book

B. Hathorn L. Hoepner  
B. Jeffery M. Steynberg  
with J. Linnegar

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B. Hathorn L. Hoepner B. Jeffery  
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## Introduction

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*Oxford English Grammar: the advanced guide* is a grammar reference and practice book for the proficient English student. It offers comprehensive, advanced explanations of language concepts with annotated examples; examples of common grammar mistakes and how to correct them; and practice exercises that help to consolidate understanding. This practical guide is intended for reference, self-study and consolidation practice and may be used in conjunction with any English language course.

This answer book includes all the answers for the practice activities in *Oxford English Grammar: the advanced guide*. This allows you to assess your progress through your English language studies. If you are a teacher, the answer book is a tool that will allow you to assess, consolidate and expand your learners' knowledge and use of English language structures and conventions.

### **How to use this answer book**

The answers are grouped according to the chapters, units and page numbers of *Oxford English Grammar: the advanced guide*. Finding the answers you are looking for is a simple task if you follow the chapter headings, unit headings and page references in this answer book. Use the search function (ctrl + f) in this PDF to find specific page references quickly and easily.

This answer book may be used in conjunction with the *Oxford South African Concise Dictionary*, *Oxford South African Pocket Dictionary*, the *Oxford School Thesaurus* or other reputable reference works.

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## Chapter 1: Parts of speech

### Unit 1: Nouns

#### Page 9

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1. Write the sentences, using capital letters for the proper nouns.
  - a) Lungisa deposited money at the branch of Standard Bank in Victoria Street in East London.
  - b) The car manufacturer, Henry Ford, was a very different man from his father, Henry Ford Sr who supported Hitler and the Nazis.
  - c) I found a great deal of information on slavery on Wikipedia and in R. C. Shell's magnificent book, Children of Bondage.
  
2. Complete the sentences choosing the correct form of the verb and pronoun in brackets (the form that agrees with the collective noun).
  - a) The jury has reached its unanimous verdict.
  - b) The committee was on time with taking its decision on the amendment.
  - c) The fleet of ships are not in a tight formation.
  - d) The team are not combining well.
  - e) The staff are arguing about whether they should expel the learner or not.
  - f) The panel of speakers have not agreed on a single item discussed.
  - g) The audience is cheering Beyoncé onto the stage.
  - h) Bafana Bafana was in excellent form in the World Cup qualifiers.
  
3. Write the sentences, using suffixes to form abstract nouns from the words in brackets.
  - a) Surviving the cold Atlantic for a week said much about his powers of endurance.
  - b) Her alienation was a direct consequence of her egotism.
  - c) Their concealment of the truth led to their being jailed.
  - d) The foolhardiness of attempting to climb Mount Everest in a storm is obvious.
  - e) The sheer ignobility of his excuse for deserting his family left many speechless.
  - f) On the day the verdict was delivered, the accused's edginess was apparent.
  - g) Soldiers who have survived the horrors of war together speak of their brotherhood.
  - h) My patriotism can be defined as a critical love of my country.
  - i) Her membership of the Bar was a source of great pride to her parents.

1. Change the underlined nouns from singular to plural in the following passage.

Their lives were being made unbearable by black swarms of mosquitoes from the grove of mangoes/mangos – not to mention the pack of gaunt wolves and the gang of elves that attacked through the roofs of the derelict buildings. The pack brought with it terrible strains of bacteria that came from several inland zoos. Still, throughout these crises, the survivors clung to hope.

2. Identify the uncountable nouns in the following paragraph.

The principal was a woman given to deep meditation followed by bouts of intense activity. She looked through the glass of her office window past the slate of the roof atop the building at the emptiness of the autumn sky. It was late in the day and silence hung heavy over the township school. A quiet satisfaction took possession of her. With Mr Brotsky gone, her reign could begin.

3. Write the nouns from the list under the correct headings.

Abstract concepts	Masses of substances	Masses of substances made up of parts too numerous to count
adulthood patience power cynicism autism intelligence	glue margarine mud lava tofu beer mould	gravel dust sand flour salt

1. Divide the list of complex nouns into their component words. Indicate the part of speech of each word.

- a) grand (adjective) + mother (noun)
- b) data (noun) + base (noun)
- c) fore (adjective) + front (noun)
- d) after (preposition) + thought (noun)
- e) down (adverb) + town (noun)
- f) sell (verb) + out (adverb)
- g) look (verb) + alike (adverb)
- h) swear (verb) + word (noun)
- i) under (preposition) + world (noun)
- j) flash (verb) + back (adverb)

2. Briefly describe each pair of terms that follow to show the difference between them.
- a) a hot-head → a quick-tempered person / a hot head → feverish
  - b) a big-head → a conceited person / a big head → a large head
  - c) a lock-up → a makeshift jail / to lock up → put into a prison cell or secure premises
  - d) a cover-up → an attempt to conceal a mistake or a crime / to cover up → wrap up or hide
  - e) a let-down → a disappointment / to let down → lower
3. There are compound and complex nouns in the following passage that have been written incorrectly. Rewrite them correctly.

She was a poor driver. She often tried to reverse her taxi by putting it into first gear. When the passengers roared with laughter she would furiously seek out the mischief makers in the mirror and glare them into silence. Her father had been one of three sergeant-majors in the family and she had inherited his voice, which she used to terrify bystanders at the taxi rank in Germiston. This 60-year-old was very conservative, a real stick-in-the-mud. She would borrow a bakkie from the last of her three fathers-in-law and drive around town until she came upon any young man with long hair, whom she would hoot at and berate as a blockhead. Her one weakness was mother-of-pearl, which was easily sourced from the abundance of perlemoen shells in Germiston. This proud housewife had spectacular earrings made from it.

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1. Form diminutives from the following words by using the suffixes in the list.
- a) cigarette
  - b) figurine
  - c) novella
  - d) circlet
  - e) hillock
2. Give the diminutives of the following animals.
- a) lamb
  - b) nestling/chick
  - c) elephant calf
  - d) cygnet
  - e) eaglet
3. Indicate which of the following sentences are negatively affected by the incorrect use of augmentatives.
- c) South African society is divided into the mega-rich and the mega-poor.
  - d) The latest Audi R8 accelerates at hypersonic speeds.

4. Correct the gender mistakes in the following dialogue.

- LINDIWE: You've had your new baby! What's its name?  
NOMALANGA: In fact she is a baby girl.  
LINDIWE: She is so beautiful. What's her name?  
NOMALANGA: Nomakhaya.  
LINDIWE: Look – she's scratching herself! I suppose you want her to become a flight attendant like you? Or become a principal like your brother?  
NOMALANGA: I think it's a little early to decide. By the way, is it true that your sister, Thuli, wants to become a writer/author?

## Page 18

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1. Explain the difference in meaning between these pairs of sentences.

- a) I like to race cars. → I like to participate in car races.  
I like racing cars. → I like cars that are used to race.
- b) He forgot to tell me the news about the fire. → He forgot to tell me about the fire.  
He forgot telling me the news about the fire. → He forgot that he had told me about the fire.
- c) She remembers to go to church. → She remembers that she has to go to church.  
She remembers going to church. → She remembers that at some point she attended church.
- d) The old man remembers to pay his tax every year. → The old man always pays his tax every year.  
The old man remembers paying his tax every year. → The old man remembers that he used to pay his tax every year.
- e) The policeman stopped to ask what was wrong. → The policeman stopped while on his way and asked what the problem was.  
The policeman stopped asking what was wrong. → The policeman used to ask what the problem was but has stopped doing that.

2. Choose the correct word in brackets to complete the sentences.

- a) I do not like your leaving tomorrow.  
b) I welcome his using me as a reference.  
c) There is no point in Bevan's getting excited about the Proteas.  
d) My illness prevented my leaving with Ongeziwe.  
e) It started with the Obama administration's having to prove its good faith.  
f) Will he agree to the boy's paying back the money?  
g) Acting is my first love.  
h) A manager should know when disciplining an employee is appropriate.

3. Identify the participles and the gerunds in the following paragraph.

Participles	Gerunds
striking swelling oozing loving	barking crying losing

## Unit 2: Pronouns

### Page 20

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1. Choose the correct pronouns in brackets to complete the sentences.

- It was not we, but they who bought the fireworks.
- My sister and I take pride in our singing.
- This secret is between you and me.
- It is we who are stressing mom and dad.
- The Maths teacher is more interesting than she.

2. Fill in the missing personal, reflexive and possessive pronouns from the list to complete the passage that follows.

It was a cold day in the Little Karoo. The five buck watering themselves at a red stone dam looked for the sun but there was none. Instead a cold wind from the north briefly stirred, like a cough from the old man who watched them. He pulled his patched coat close around himself and squinted along the barrel of the Mauser, itself battered by age. Nervous, they sniffed and pawed the iron-hard ground and sniffed that which was not theirs and bolted.

3. Indicate the function of the reflexive pronouns in the following sentences. Say whether they function as a direct object, an indirect object, an object of a preposition or as a means to emphasise the subject.

- I take photos of myself. (myself → object of preposition 'of')
- My mother herself was passionate about baking. (herself → means to emphasis the subject)
- The traffic officer hurt himself on his bike. (himself → direct object)
- She bought herself a copy of *Atonement*. (herself → indirect object)
- We decided we would pay for ourselves. (ourselves → object of preposition 'for')

4. Correct the underlined pronoun errors in the following paragraph.

Teaching is about curriculum delivery – if one doesn't deliver it one is not doing ones job. But it's also about extra-curricular delivery. For me, debate is simply the best. I appreciate its ancient rules and procedures and its hidden objective: getting the opposing team to humiliate itself. This has always been the aim, the focus, of the school team and me. Theirs and mine – complete unity. We achieve our goal by getting the enemy to contradict themselves. What a spectacle: their making fools of themselves in front of a divided audience, laughing, booing, cheering, really enjoying themselves.

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1. Fill in a suitable relative pronoun to complete the sentences.

- a) That is not the woman whom I saw yesterday.
- b) I have two options, neither of which is very pleasing.
- c) This is the blues guitarist about whom I was telling you.
- d) Messi is the footballer whose fame has spread around the world.
- e) His CD collection, which was extensive, was priceless.

2. Correct the relative, demonstrative, interrogative and indefinite pronoun errors in the following passage.

The young poet who loved playing rugby published his first anthology of poems last week. A student who was present at the press conference said, "The poems he read aloud will stay with me for a long time. Few who were there will forget the concrete imagery and his rhythms. These were moments to savour. Everybody who was there listened in silence. For somebody that has just started writing he has made a massive impact. Whom do I think will become the next Big Thing on the art scene? If I recall the way each member of the audience expressed her- or himself / themselves, it is a no-brainer."

## Unit 3: Adjectives

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1. There are eleven adjectives in the passage that follows. Write down each adjective and indicate what type of adjective it is.

Namibian → proper adjective

their → possessive adjective

diesel → classifying adjective

scorching → participle functioning as a qualitative adjective

which → relative adjective

surprised → attributive and qualitative adjective

three → cardinal adjective

Afrikaans-speaking → proper and compound adjective

windswept → descriptive adjective

their → possessive adjective

first → ordinal adjective

2. Correct the errors relating to adjectives in the following passage.

It's common knowledge that the breathtaking South African landscape is full of snakes. From the Egyptian spitting cobra that leaves its victims with swollen, burning eyes to the tiny, russet and pale blue slug-eater; from the beautiful, black and orange garter snake to the coffin-headed mamba, a neurotoxic snake, a snake ready to attack any time.

3. Insert commas where they are needed in the following sentences.

a) The lion hunter led a busy, interesting, lucrative but short life.

b) The large South African rescue team left at first light for the island of Tristan da Cunha.  
(no commas needed in this sentence)

c) The Nigerian, Zambian, Angolan and Namibian delegations walked out of the session.

d) Two very experienced provincial hockey teams met in the final. (no commas needed in this sentence)

4. Rewrite the adjectives in the following paragraph in the correct sequence.

My cousin, a tall, lean, middle-aged man with short, spiky, grey hair and very dark brown eyes, reminded me of a character from an old-fashioned cowboy film. A man of few words, he never acted impulsively but when he did act, he did so decisively. Once at a family gathering he picked up a large, rectangular, Russian teak foot-stool and hurled it at a pleasant but old aunt who had annoyed him with her mindless chatter. His name could have been Whiplash but instead it was Willem.

1. Complete the table. Supply the comparative and superlative forms of the adjectives.

Positive	Comparative	Superlative
cruel	crueller	cruellest
violent	more violent	most violent
wretched	more wretched	most wretched
heartless	more heartless	most heartless
bad	worse	worst
angry	angrier	angriest
gentle	gentler	gentlest
benevolent	more benevolent	most benevolent
good	better	best
gracious	more gracious	most gracious
kind	kinder	kindest
generous	more generous	most generous

2. Correct the errors in degrees of comparison in the sentences.
- That is the meanest thing you could have done!
  - Between my brother and me, I was the angrier because I had been embarrassed.
  - The sharpest of the three blades was used to cut the meat.
  - Of the black mamba, the green mamba and the puff adder, the black mamba is the deadliest.
  - Mathematics is the most taxing of the big three subjects.
3. Change the underlined adjectives in the following passage into the superlative degree.

I am most eager to read when I go way. It is the most relaxing activity I know. Reading takes me to the most exotic places; to the grimmiest, blackest streets of Dickens's London docklands; to the most windswept steppes of Mikhail Sholokhov's Russia; to the hottest and most inhospitable desert plains of Cormac McCarthy's Mexican badlands. And this most miraculous journey takes place without my leaving my old canvas chair!

## Unit 4: Determiners

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1. Write the sentences, circling the determiners only.
  - a) There are those who do not believe that the melting of glaciers provides evidence that this planet's climate system is changing.
  - b) But there is other evidence – our summers are getting hotter, a fact brought into sharp focus by a 45-degree Celsius day in Cape Town, which was the hottest day ever recorded in that city.
  - c) This event must surely have shaken even those cynics who argue that global warming is just an obvious lie put out by those with interests in the alternative energy industry.
  
2. Underline the information that helps the determiners to specify the nouns more precisely in the following sentences.
  - a) Our drive through the arid western half of the Karoo dismayed us.
  - b) Mpumalanga in April is a province bursting with rich, green grassland and forests.
  - c) The lush fields of sugar cane and the banana tree groves outside Malelane suggested great growth in the area.
  - d) The conservation park, which is 360 km long and 60 km wide, must be visited by all with an interest in animals.
  
3. Correct the errors in the following passage.

A homeless man was found sleeping on our stoep this morning. The neighbour who lives directly opposite us in number 67 said he had seen the silhouette of a man briefly pass our lounge window at about eleven last night. This annoyed my father. Pointing to our neighbour in front of him he said to his brother, “Did you hear that? This man saw an intruder on my property but did not alert me. On how many other occasions did he witness the same thing? We have lived here for years but it seems we have fewer friends than we thought. Care? Concern? Neighbourliness? I see fewer of these virtues now than I saw a few hours ago.”

Suddenly it dawned on all of us: the homeless man had gone.

## Unit 5: Verbs

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1. Read the sentences and state whether the underlined verb is a dynamic verb or a stative verb.
  - a) I was playing with Senzo the day before the accident. → dynamic
  - b) He likes running on the beach early in the morning. → stative
  - c) She has green eyes and a beautiful smile. → stative
  - d) We walked such a long way yesterday. → dynamic
  - e) We are going to the dentist this afternoon. → dynamic
  - f) Dynamic and stative verbs seem very confusing to some people. → stative
  - g) We travelled all night to reach our destination. → dynamic
  - h) The stew smells delicious. → stative
  
2. Complete each of the following sentences by replacing the word in brackets with an infinitive or a participle.
  - a) It is important to listen to what the chairman is saying.
  - b) We were hoping to go home early yesterday.
  - c) They decided not to go camping last weekend.
  - d) Can you tell me where to find the lost property office?
  - e) He has promised to pay back the money he owes me.
  - f) I have swum the Midmar Mile seven times.
  - g) We are going to the supermarket to buy some bread.
  
3. Correct the errors in the following sentences.
  - a) When I woke up I saw that it was raining.
  - b) We paid for the groceries and left the supermarket.
  - c) I dropped my cellphone when I tripped up the stairs.
  - d) While he was studying in Johannesburg he got sick every week.
  - e) My brother burnt/burned his fingers whenever he cooked breakfast.
  - f) After he ran each race, he needed a cold drink. /After he has run each race, he needs a cold drink.
  - g) A bird flew into the room while we were opening the windows.

1. Identify whether the underlined words in the sentences are direct objects or complements.

- a) He spread the butter on the bread. → Direct object
- b) Stephen cut his finger with the knife. → Direct object
- c) She is a chartered accountant. → Complement
- d) Scrub the floor until it is clean. → Direct object; Complement
- e) Bongani will become an engineer when he graduates. → Complement
- f) My father sold his racket when he could no longer play squash. → Direct object
- g) The class remained silent. → Complement

2. Rewrite the following paragraph. After each underlined verb, state whether it is transitive (T), intransitive (I) or linking (L). The first sentence has been done for you.

- Martin is (L) a pilot who flies (T) commercial aircraft. Last week, when he
- a) was flying (I) to London, the plane b) stalled (I) soon after take-off. Martin
  - c) remained (L) calm as he d) sent (T) a mayday call to the control tower.
- There e) were (L) a large number of tall buildings immediately below, so he
- f) pulled (T) the plane up to avoid a worse disaster. He then g) coasted (I) to an open field on the outskirts of the city, where he h) landed (I) safely. Luckily no one i) was injured (I) but the passengers j) admitted (T) that they
  - k) had felt (L) very scared.

1. Complete the following sentences by choosing the correct non-finite verb in brackets.

- a) Do we need to go to the shopping centre?
- b) It is difficult doing two things at the same time.
- c) I plan to spend my holiday in Hermanus.
- d) The restaurant does not allow smoking.
- e) Remember to lock the gate.
- f) I remember locking the door when I went out.

2. Write the following sentences in the negative by using *not*.

- a) Please try not to laugh at him when he fools around.
- b) Tell the students not to make a noise.
- c) Ask Andile not to play the drums after 22.00.

3. Join the following sentences using *too* and an infinitive. The first one has been done for you.
- I'm too exhausted to concentrate.
  - Ayesha is too sick to sing tonight.
  - Nomfundo is too short to shoot at goal in netball.
  - My grandfather is too deaf to hear what people say.
  - Kevin is too young to obtain a driver's licence.
  - It is too hot to play outside.
4. Complete the sentences using a phrasal verb or verb phrase from the list.
- I had to look up several references on the internet.
  - Nancy waits on Paul hand and foot.
  - He has been waiting for more than an hour.
  - My father wants to give up smoking next month.
  - We had to clean up our mess after we had baked the cake.
  - They put on clean clothes after they had finished gardening.
  - We'll be able to tune up the engine of your car by Friday.

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1. Write the verb in brackets in the correct past tense form and state whether each verb is regular or irregular.
- She was in the shower when the phone rang. → both irregular
  - I knew that I was late because the alarm did not go off this morning. → all irregular
  - He was very hungry after he rode / had ridden home from soccer practice. → both irregular
  - They were pleased when the teacher forgot to give them homework. → both irregular
  - There were lots of notes that needed to be photocopied. → *were* is irregular, *needed* is regular
  - He swam to the shore quickly before the storm broke. → both irregular
  - There was a swarm of bees in the tree. → both irregular
  - We went to tell the headmaster that there was a fight on the playground. → both irregular
  - We drank a lot of water yesterday because it was so hot. → both irregular
  - The thief broke into the house and stole our TV. → both irregular
2. Change the underlined verbs to the past tense in the following paragraph.
- The guilty man stood alone in the dock. He knew that he had made a mistake. He spoke quietly, with his head down. He began by explaining that he saw / had seen the error of his ways. He had forgotten, he said, some of the details of his crime but was writing an apology to those who were / had been hurt by his actions. At this point in his testimony, he broke down and fell to his knees. A policeman helped him up and took him to the cells.

1. Join the beginning of the sentences in Column A with the correct ending in Column B.
  - a) He can swim well but he may not make the team.
  - b) You can sing beautifully but you may not sing in the opera.
  - c) Her hands were shaking so much that she couldn't hold her pen.
  - d) They mustn't stay up late because they have to leave early tomorrow.
  - e) People should not drive fast when it is raining hard.
  - f) We have noticed that you have not attended any meetings.
  
2. Complete the sentences choosing the correct verb in brackets.
  - a) Have you played hockey on a Saturday before?
  - b) Mark hasn't phoned. He must be away on business.
  - c) I have just been speaking to the manager.
  - d) Have you seen Lukhanyo today?
  - e) They have been robbed before.
  - f) You have been trying to pass your driver's test for a while now.
  - g) I have asked her to be a Facebook friend.
  
3. Write the following sentences as questions.
  - a) Does he want to study engineering next year?
  - b) Must you answer all the questions?
  - c) Will she wake us up at 6.30 tomorrow?
  - d) Should they obtain a visa before going to France?
  - e) Might he be referred to a specialist for his medical condition?

1. Rewrite the sentences. Underline the participle in each one and state whether it is a past participle or a present participle.
  - a) Dancing children followed the Minstrel Carnival down the street. → present participle
  - b) Was he selected to play in the first team? → past participle
  - c) As they were hiking, they came across a deserted village. *hiking* → present participle, *deserted* → past participle
  - d) I have spoken to you about this many times. → past participle
  - e) We were watching an exciting rugby match when Janet arrived. → present participles

2. Insert the correct participle form of the verb in brackets in the following sentences.
- a) I have been working in a factory for a year, which has given me valuable experience.
  - b) I had forgotten to take my key so I was waiting for my parents to return home.
  - c) I have been learning isiXhosa for the past three months.
  - d) He had picked up all the pieces of the broken vase by the time I came home.
  - e) She was walking home when someone snatched her cellphone.
3. Rewrite the sentences, correcting the dangling participles.
- a) While the man was sleeping, the tide rose around his boat.
  - b) The building fell on the people, who were struggling and trapped.
  - c) Her shoes fell out of the car while she was driving home.
  - d) Tears fell from their eyes when they were lost in the forest.
  - e) The police officer took the prisoner who was weeping loudly down to the cells.

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1. Write the sentences using the correct form of the simple present tense in brackets.
- a) My grandfather often forgets people's names.
  - b) Thomas washes his car every weekend.
  - c) The bunch of keys is on the hook.
  - d) My dog chases cats.
  - e) They work from 08.00 to 17.00 every day.
  - f) Our team is unbeaten this season.
  - g) Winter lasts from June to September in South Africa.
2. Write the following sentences in the simple future tense using the correct form of the verb in brackets.
- a) My sister will live in Polokwane when she gets married.
  - b) You will find a pair of scissors in the bottom drawer.
  - c) My parents will give me a new cellphone for my birthday.
  - d) The children will make a card for Mother's Day.
  - e) Tomorrow night we will watch the movie on TV.

3. Write the sentences in the simple past tense using the correct form of the verb in brackets.
- a) I saw Sipho talking to the police officer.
  - b) He bought a bunch of flowers for his girlfriend.
  - c) The train stopped at the station at 11.30.
  - d) He ate all my chocolates.
  - e) You phoned me late last night. Why?
  - f) Priya lived in India for five years.

4. Write the paragraph in the simple past tense using the correct form of the verbs in brackets.

The crowd of about ten thousand people waited for three hours for the president to arrive. As his car drew near to the stadium, a band started to play the national anthem. The president got out of the car and began to walk up the steps to the podium. Suddenly, he tripped and fell down. An aide helped him up and gave him a glass of water, which he drank quickly before he began his speech.

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1. Write the sentences using either the simple present or the present progressive tense of the verbs in brackets.
- a) Rudi usually plays golf on Saturday but this week he is going to a wedding.
  - b) The bank opens at 9.00.
  - c) They are not going to the farm on Friday.
  - d) I feel tired today. / I am feeling tired today.
  - e) She works in the shop every weekend but this weekend she is studying instead.
  - f) He is not looking forward to your party.

2. Rewrite the paragraph using either the simple past or the past progressive tense for the underlined words.

The sun was rising as I ate / was eating my breakfast. Suddenly the cat jumped through the window. It was carrying a mouse which was squealing pitifully so I knew it was still alive. I screamed as loudly as I could. The cat dropped the mouse, which quickly disappeared under a cupboard. I realised that it was unhurt but very frightened.

3. Rewrite the sentences using either the future progressive tense or *going to* plus the infinitive for the words in brackets.
- He will be studying at university next year. / He is going to study medicine at university next year.
  - Our cousins will be staying with us next week. / Our cousins are going to stay with us next week.
  - The dark clouds overhead mean that it will be raining soon. / The dark clouds overhead mean that it is going to rain soon.
  - I will be cooking supper tonight. / I am going to cook supper tonight.
  - She will be seeing the doctor tomorrow for a check-up. / She is going to see the doctor tomorrow for a check-up.
  - Rosemary will be marrying her boss in April. / Rosemary is going to marry her boss in April.
4. Rewrite the sentences correcting any errors.
- I do not understand this Maths question.
  - The little boy does not know his address.
  - Caroline loves her new job.
  - I remember what happened that day.
  - She says that she means to write a thank-you letter to her aunt.

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1. Change the verb in brackets into a suitable perfect tense.
- I have bought tickets for the concert next week.
  - The garden is so wet because it has rained continuously since Tuesday.
  - You have watched so many movies this year!
  - I will have written four assignments by the end of this week.
  - The meeting had already started when I arrived.
  - After the lecture, I forgot everything the lecturer had said.
  - He has walked with a limp ever since the operation.
  - When I returned to my old school, I found that nothing had changed.
2. Join the sentences using the past perfect tense. The first one has been done for you.
- When Susan had finished reading her book, she switched on the TV.
  - When he had eaten all the bread, he started eating the biscuits.
  - Once I had bought more air time, I phoned my parents.
  - After Marius had completed a long run, he took a shower.
  - Sometime after my sister had phoned her boyfriend, she went out.

3. Change the verb in brackets into the future perfect tense.

- a) I will have saved enough money to buy a car by this time next year.
- b) He will have written twenty letters by this evening.
- c) If she finishes this race, she will have competed five times.
- d) When my brother wakes up at noon, he will have slept for fourteen hours.
- e) They will have worked here for ten years at the end of December.

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1. Complete the sentences that follow using the verbs in the list to say what has been happening in each of the pictures. Change the verbs to the present perfect progressive tense.

- a) He has been playing basketball all afternoon.
- b) They have been camping since Friday.
- c) She has been talking to her friend all afternoon.
- d) He has been painting the house all week.
- e) It has been raining all day.

2. Rewrite the sentences using the verb in brackets in the present perfect progressive tense.

- a) My parents have been travelling overseas for two months.
- b) Simphiwe has been studying hard to pass this year.\
- c) She has been teaching for twenty years.
- d) We have been standing and waiting for the train that was running late.
- e) He has been learning to speak Mandarin since January.

3. Rewrite the sentences using the verb in brackets in the past perfect progressive tense.

- a) The senior executive was furious as she had been waiting for half an hour to be served.
- b) My old CD player had been working intermittently for six months before I bought a new one.
- c) After the accident, the chauffeur said that he had been driving for six hours.
- d) I had been trying to phone my father all day before I managed to contact him.
- e) The workers had been striking for three weeks before an agreement was reached.

4. Rewrite the sentences using the verb in brackets in the future perfect progressive tense.
- They will be tired because they will have been playing chess for five hours.
  - Some of the marathon runners will have been running for ten hours by the time they finish the race.
  - I will have been working for two years by the time I repay my student loan.
  - She will not be available because she will have been performing for a prolonged period.
  - We will have been watching TV for six hours by the time the Oscars ceremony is over.

## Unit 6: Adverbs

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1. Complete the sentence by choosing a suitable adverb of manner from the list.
- Because he always played his music too loudly, he has become deaf.
  - My parents have been happily married for twenty-two years.
  - We must walk quickly or we'll miss the last train.
  - Reading carefully will help you to understand this section of work.
  - You must cook the stew slowly.
  - She whispered quietly that she was leaving because she felt ill.
  - My sister cooks very well so she has entered a cooking competition.
  - I completely forgot our wedding anniversary.
2. Complete the sentences with the adverbs from the list. State whether they are adverbs of time or place.
- Will you be coming to work tomorrow? → adverb of time
  - The car rolled downhill because I forgot to pull up the hand brake. → adverb of place
  - He never throws out the rubbish in his room. → adverb of time
  - The company produces a report annually. → adverb of time
  - The police searched everywhere for clues to solve the crime. → adverb of place
  - The army moved forward to be closer to the enemy. → adverb of place
  - We went for a long walk on the beach yesterday. → adverb of time
  - They were ready to leave but the tickets were nowhere to be found. → adverb of place
3. Identify the adverbs in the paragraph. State what type of adverb each one is.
- Athenkosi hates getting up early (time) so he often (frequency) lies in bed too long. Then he has to finish his breakfast quickly (manner) and run fast (manner) to catch the bus. The traffic is usually (frequency) heavy so he arrives at work late (time). He has to work hard (manner) and seldom (frequency) takes a lunch break. He has been working there (place) since January and thoroughly (manner) enjoys what he is doing. He hopes to be given a promotion soon (time). His employer is encouraging him to study further (manner) and has offered to help him financially (manner).

1. Complete the sentences choosing an adverb from the list.
  - a) Mary is terribly grumpy this morning.
  - b) The bus literally broke down the wall when it swerved.
  - c) The church bell strikes hourly on Sundays.
  - d) Do you travel often in your job?
  - e) Students seldom read newspapers.
  
2. Underline the adverbs or adverbial phrases in each sentence.
  - a) We have almost finished cleaning the house.
  - b) They never listen to my opinion.
  - c) He has been sulking for hours.
  - d) The committee was most favourably impressed by our proposal.
  - e) We were incredibly lucky when we went to the casino.
  - f) She works at the supermarket every weekend.
  - g) My grandmother always tries to drive home before dark.
  - h) They usually go hiking every Sunday.
  - i) I always get paid once a week.
  - j) She can walk more quickly when she is not wearing high-heeled shoes.
  
3. Correct the mistakes in the following sentences.
  - a) He was very happy when he won the lotto.
  - b) My employer always talks to us in a friendly way.
  - c) I worked hard but I still failed the exam.
  - d) The article is not written very well.
  - e) We usually speak isiZulu to each other.
  - f) Tony arrives late at work every day.
  - g) They could run more quickly than the police officers.

## Unit 7: Prepositions

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- Underline each prepositional phrase in the sentences below; then identify whether the phrase functions as an adverb, an adjective, an adjective complement or a verb complement.
  - That very old book belongs to my German grandmother. (to my German grandmother → complement of the verb *belongs*)
  - Electric cars will appear on our roads in the near future. (on our roads → adverbial, indicating where the cars will appear; in the near future → adverbial, indicating when the cars will appear)
  - During the power failure, I lost two documents on my computer. (During the power failure → adverbial, indicating when the *documents* were lost; on my computer → adjectival, modifying the noun phrase *my computer*)
  - The Cape Cheetah is world renowned for its speed. (for its speed → complement of the adjective *world renowned*)
  - That book with the plastic cover was a gift from Zolani's parents. (with the plastic cover → adjectival, modifying *that book*; from Zolani's parents → adjectival, modifying *a gift*)
- Fill in the appropriate preposition to complete the following combinations.
  - absolve from blame
  - admit to no fault
  - comply with your request
  - prejudiced against Steve
  - burn with indignation
  - an incentive to study
- Complete the prepositional phrases using gerunds. Some examples of gerunds are supplied in the word list.
  - I am serious about losing weight / exercising.
  - Bella was bored with watching television / reading.
  - She had to be prevented from speaking her mind.
  - They have returned to respecting each other.
- Rewrite the following passage correcting any errors.

Leon and his sister Anneline loved *Die Hek*, a deep, clear pool surrounded by rocks in the Slangberge. On blistering summer days they would hike up, undress and dive into the water. They would dive off the iron-red rocks beside each other, knife through the dry air, fearless, never afraid of the consequences. On the edge of the pool they would throw mud at each other, laughing non-stop, free, not a care between themselves. Then, they would leave to meet friends at/in the braai area.

1. Underline each prepositional phrase and identify whether it functions as an adverb, an adjective or a verb complement.
  - a) The car in front of the bus had broken down. (in front of the bus → adjectival, modifying *the car*)
  - b) The deputy principal slipped on account of oil on the floor. (on account of oil → adverbial, providing the reason why the deputy principal slipped; on the floor → adjectival, modifying *oil*)
  - c) In view of the fuel increases, taxi fares will rise. (In view of the fuel increases → adverbial, showing the reason why taxi fares will rise)
  - d) The man attracted little attention in spite of his red-striped suit. (in spite of his red-striped suit → adverbial, modifying *attracted*)
  - e) The police pulled up next to the stationary vehicle. (next to the stationary vehicle → adverbial, indicating where the police *pulled up*)
  - f) Lions are much loved in spite of their ferocious instincts. (in spite of their ferocious instincts → adverbial, modifying the adjectival phrase *much loved*)
  
2. Complete the sentences using a compound or complex preposition from the list.
  - a) They hurriedly packed their vehicles subsequent to the news of the discovery.
  - b) The modified car was removed from the road in accordance with the new laws.
  - c) They beat New Zealand on account of a stronger bowling attack.
  - d) The bus driver was to blame for the accident according to a witness.
  - e) A boomslang, contrary to popular opinion, will attack only if cornered.
  
3. Write sentences to demonstrate your understanding of the difference in meaning between the pairs of compound and complex prepositions.

**Example answers:**

- a) The teacher was fired on account of his violent temper.  
The advocate agreed to act on behalf of the homeless woman.
- b) The injured crow fell out of the sky.  
The outside of the school needs to be painted.
- c) In view of the evidence, the accused stood little chance of acquittal.  
The scientists had to review their theory in the light of new facts.
- d) A fast bowler was chosen instead of a spin bowler.  
She swam at the beach in spite of shark warnings.
- e) The skills of Ronaldo have been compared to the skills of Pele.  
The truth is, though, nobody can be compared with Pele.

## Unit 8: Conjunctions

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1. Join the sentences with a suitable coordinating conjunction. Take out any unnecessary repetition.
  - a) My teacher was very bad-tempered but/yet I liked her.
  - b) We can travel by train or by bus.
  - c) She does not play the piano, nor does she play the violin.
  - d) I was feeling sick yet I went to class.
  - e) Andile speaks isiXhosa, English and Afrikaans.
  - f) He realizes he made a mistake but he will not own up.
  - g) Our neighbour repairs both fridges and stoves.

2. Use a conjunction from the list to fill in the blank spaces in the following paragraph.

As soon as John turned 16, he applied for a casual job because he needed to earn money. Soon he found a job packing shelves in a shop but the pay was not good so he left. Then he started working for a food manufacturer, where he learned a lot about business. After five years, he left to start his own company. Although the work is hard, he enjoys seeing his business grow. He hopes to stop working before he turns forty.

3. Rewrite the sentences, correcting any errors.
  - a) Because it was raining, I took my umbrella. / It was raining, so I took my umbrella.
  - b) I need both an exam pad and some new pens.
  - c) You will not be allowed in unless you are 18.
  - d) Although there was a traffic jam, I arrived in time.
  - e) You can have either ice cream or chocolate cake.
  - f) The reason dinner is spoiled is that the electricity was cut.
  - g) We enjoy going to the theatre and to a restaurant.

## Unit 9: Interjections

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Write the following conversation, using the correct punctuation.

- MATT: No way! How could you do that? You have known him for two years and you treat him like that? Uh-uh.
- ROBYN: Ugh! Don't even say his name! Seriously. Wow! What do you expect of me, hey?
- MATT: What's the problem? Really?
- ROBYN: Duh! Do you mean to tell me you never heard about his one-nighter with Lindiwe? Come on! Stop defending your friend!

## Chapter 2: Sentences

### Unit 1: Sentence structure

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1. Circle the finite verbs in the sentences.
  - a) The roof blew off.
  - b) Dogs rarely run away from home.
  - c) The president and the leader of the opposition sat down together.
  - d) Jana took three hours to write out the answer.
  - e) The answer was very difficult to understand, in our opinion.
  - f) The workers decided to protest against retrenchments.
  
2. Identify the subject and predicate in each sentence. The subject is underlined; what remains is the predicate.
  - a) Sonwabo designed a bridge using balsa wood.
  - b) He created a bridge using balsa wood.
  - c) Cleverness is not hereditary.
  - d) A problem arose when the water level increased.
  - e) Young, experienced pilots fly for our airline.
  - f) Hurrying through the cold streets, all alone and tired, Josie cried to herself.
  
3. Underline the complete subject and circle the simple subject in each sentence.
  - a) The five o'clock train was more than ten minutes late.
  - b) The old man who worked with my dad had a heart attack.
  - c) Seven puppies tumbled out of the wash basket.
  - d) The small puppy on the left is my favourite.
  - e) The grey-painted building around the corner is being demolished.
  
4. Rewrite the paragraph, correcting any errors.

The researchers are testing several compounds that do not give off carbon dioxide. The first ones are in flasks. They are adding many different liquids, and then heating them. They have come to a conclusion. To find the most useful compound, they are asking for more time. The results will be published next month.

1. Match the subjects in the first column with the predicates in the second column.

Subjects	Predicates
The power station	is off stream.
Lindi and Sisi	estimated the distance.
The experiment	was a complete failure.
Birds of all kinds	sing loudly at dawn.
I could not	find any answers.

2. Identify the direct objects, indirect objects and complements in the sentences.

- The journalist gave Lumka's father a list of questions. direct object → a list of questions; indirect object → Lumka's father
- The town council planned a new sports centre. direct object → a new sports centre
- The sports centre was well designed. complement → well designed
- In the end, they found him a ticket. direct object → a ticket; indirect object → him
- Sad to say, the ticket was useless. complement → useless

3. Rewrite the sentences so that the indirect objects do not have prepositions. The first one has been done for you.

- Johan's grandfather lent him the car.
- The president gave the citizens of the town a very long speech.
- We made all our friends a delicious meal.
- The group handed the film maker a token of their respect.
- Many animals make their offspring burrows or nests.
- The moon gives the inhabitants of dark places reflected light at night.  
Or: At night, the moon gives the inhabitants of dark places reflected light.

4. For each underlined word or group of words, say whether it is a verb, a subject, a direct object, an indirect object, a complement or an adverbial phrase.

She sells sea shells to sailors on the sea shore, and her sea shells are the best shells, I'm sure.

sells: verb

sea shells: direct object

to sailors: indirect object

on the sea shore: adverb phrase

sea shells: subject

are: verb

the best shells: complement

I: subject

'm (am): verb

sure: complement

## Unit 2: Types of sentence

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1. Identify whether the sentences are statements, questions, commands or exclamations.
  - a) Was Jonah always late for school in winter? → question
  - b) There are skyscrapers in Dubai that are taller than some mountains! → exclamation
  - c) Monde wants to paint the walls of his bedroom red. → statement
  - d) Sindi, help me to finish this project! → command
  
2. Change these sentences into questions using question words. The first one has been done for you.
  - a) What happened last week?
  - b) Who meets someone at the coffee shop every morning? / Who does Rebekkah meet at the coffee shop every morning? / Does Rebekkah meet someone at the coffee shop every morning? / Where does Rebekkah meet someone every morning? / When does Rebekkah meet someone at the coffee shop?
  - c) Who has already done the shopping, Sipho? / Has someone already done the shopping, Sipho? / What has someone already done, Sipho?
  - d) What does this sentence mean? / Does this sentence mean something? / What means something?
  
3. Rewrite these subjunctive sentences correcting the verbs.
  - a) If I were the teacher, I would never give homework.
  - b) Mani wondered if there were any team good enough to beat them.
  - c) It is recommended that he see a doctor at once.
  - d) It was recommended that he see / should see a doctor at once.

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1. Make the following sentences negative by adding *not*.
  - a) Devi did not share some of her lunch with me.
  - b) Did you not apply for the accounting job?
  - c) The sea level is not rising round the Marshall Islands.
  - d) South Africa does not have the best cricket team in the world.
  - e) Does Ireland not have a good cricket team?

2. Make the sentences in Exercise 1 negative by using abbreviations.
  - a) Devi didn't share any of her lunch with me.
  - b) Didn't you apply for the accounting job?
  - c) The sea level isn't rising round the Marshall Islands.
  - d) South Africa doesn't have the best cricket team in the world.
  - e) Hasn't Ireland got a good cricket team? / Doesn't Ireland have a good cricket team?
  
3. Use *wh*-question words (*who, what, when, where, why, how*) to make questions out of negative statements. The first one has been done for you.
  - a) Who did not bring his text book?
  - b) Who didn't go to Grahamstown?
  - c) Why didn't you eat?
  - d) When will the band play?
  - e) Who should I give the book to? / To whom should I give the book?
  
4. Make the following sentences negative, while avoiding double negatives. You will have to change words with positive meanings to words with negative meanings.
  - a) We do not have enough evidence yet.
  - b) Is there no one we can trust?
  - c) Many students can't find anywhere to study.
  - d) There are no mosquitoes in the garden yet.
  - e) I cannot understand any English.

### Unit 3: Phrases

#### Page 79

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1. Identify the underlined phrases in the sentences that follow.
  - a) Two pies one after the other is a bad idea. → noun phrase
  - b) A girl with long, straight hair opened the door. → adjectival phrase
  - c) The goldfish swam more and more slowly. → adverbial phrase of manner
  - d) It rained throughout the remainder of the afternoon. → adverbial phrase of time
  - e) Our friends live at the other end of the town. → adverbial phrase of place
  - f) We must go as soon as possible. → adverbial phrase of time
  - g) Their houses burning, the residents simply sat on the grass and watched. → absolute phrase

2. Underline the verb phrases in the sentences that follow. Some sentences have more than one.
- You will have to turn round here and go back.
  - Comprehensive car insurance is desirable.
  - These paintings may be worth hundreds of rands.
  - Your music has wakened everyone in the house.
  - The whole project will probably be completed in a short time.
  - The management is not trying to find a solution.
  - How many solutions do we need?
  - I would not even have attempted to explain.
  - Their mission was to boldly go where no man has gone before.
3. In the following sentences, is the gerund phrase a subject, object or complement?
- Do you remember bumping into me? → object
  - Make it a reality by ordering your copy now! → complement
  - Getting through security was quite a problem. → subject
  - It can be difficult eating spaghetti without a fork. → complement
  - She is running for the student council. → complement

## Unit 4: Clauses

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1. Identify the main clauses and dependent clauses.
- Vuyo jumped from the tree (main clause) and wrestled his brother to the ground. (main clause)
  - Vuyo jumped from the tree (main clause) to wrestle his brother to the ground. (dependent clause)
  - I suspect (main clause) that you are mistaken. (dependent clause)
  - The entire speech that was read by Malibuye at the wedding was written by his father. (main clause) that was read by Malibuye at the wedding (dependent clause)
  - Whenever I try to persuade him, (dependent clause) he ignores me. (main clause)
2. Choose the correct dependent clause in brackets to complete the sentences.
- Hamburgers are delicious when well cooked.
  - The cat climbed the tree to try to catch birds.
  - Khaya studied all night in his room in order to pass the exam.
  - The man thought he was immune from prosecution because he had followed all the rules.

3. Underline the main clauses in the following paragraph.

Did you know that you can demonstrate the existence of static electricity by bending a stream of water? Take a clean plastic comb. Pull it through your hair ten times. If you have short hair, ask a friend with long hair to assist you. Now turn on a cold-water tap and allow the water to run in a very thin stream. Move the comb towards the stream of water. You will observe that the water bends away from the comb.

4. Underline the dependent clauses in the following paragraph.

In the chapter that follows, the experimental techniques and sample preparation procedures are briefly discussed. Part 1 is devoted to sample preparation procedures, which include passivation by various solutions, while in Part 2 a brief outline of the equipment that was used for surface studies and chemical analysis is given. Some conclusions, many of which require further testing, have been listed.

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1. Name the types of clause underlined in each sentence.

- I loved that job, (main clause) but it was hard work. → main clause
- Henry took the cat, which had fleas, to the vet. → main clause
- Henry took the cat, which had fleas, to the vet. → adjectival clause
- Henry took the cat to the vet because it had fleas. → adverbial clause of reason
- Whenever it had fleas, Henry took the cat to the vet. → adverbial clause of time
- She is as beautiful as she is clever. → complement
- Asa went to America, in order to earn a second degree. → adverbial clause of reason

2. Insert or remove commas where necessary in the sentences that follow. Say whether the clause is defining or non-defining.

- The buck were allowed to eat all the hedges, (insert comma) which annoyed the farmer.  
→ non-defining
- Devi shared the wedding cake, (insert comma) which was green in colour, with the children outside the venue. → non-defining
- The horses ate the hay (remove comma) which had been gathered for them. → defining
- Mairi gave her last ten rand to the children who slept under the bridge. → defining
- Ouma gave ten rand to the children (insert comma), who were not at all grateful for it.  
→ non-defining

3. Identify and name the type of adverbial clause in each sentence.
- The horse refused to move until they gave him sugar. → adverbial clause of time
  - When we got into the train, there were no seats left. → adverbial clause of time
  - Hendrik and Anita were married in a distant church where no one knew them. → adverbial clause of place
  - The electricity keeps going off just when I have work to do. → adverbial clause of time
  - The electricity went off because the power supply was low. → adverbial clause of reason

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1. Identify whether the sentences are in the first, second or third conditional.
- If the baby had cried, I would have heard her. → second conditional
  - If the big dog has a walk, the little one will want to go too. → first conditional
  - If I weren't penniless, I would buy you flowers. → second conditional
  - If Janine had had a good education, she could have done anything. → third conditional
  - Had Zola had the time, he could have written the great South African novel. → third conditional
2. Correct the tenses in each sentence.
- If I were you, I would give up.
  - If I see Vini, I'll ask her.
  - I would teach you if I had more time.
  - In different circumstances, that could be true; but here it is not.
  - If I had even half your intelligence, I would be a genius!
3. Underline the correct conditional clause in each sentence.
- He would not have been arrested if he had informed the police.
  - If I were a rich man I'd travel the world permanently.
  - Had I only been aware of the problem I could have supported him.
  - We would have welcomed him home if he had allowed us to do so.
  - If wishes were horses beggars would ride.
4. Supply the correct subjunctive verb forms of the verb *to be*.
- If Tricia were a good daughter, she would spend time with her father.
  - If Tricia had been a good daughter, she would have spent time with her father.
  - Mlibo would have been welcomed if he had come home.
  - Had Rosie been ready, she could have come with me.

## Unit 5: Sentence level

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1. Identify whether the sentences in the following paragraph are simple, compound or complex.
- a) It was late morning. b) The silence in the house was overpowering while the sounds of the neighbourhood children echoed in the street. c) The children should have been at school. d) It was the time of year when the teachers would have been preparing them for exams. e) The children had no intention of going to school because the return of their mother from hospital made that the happiest day of that year for them.

- a) simple
- b) complex
- c) simple
- d) complex
- e) compound

2. Give reasons for the labels you gave to each of the sentences in Exercise 1.

**Example answers:**

- a) This sentence is an example of a simple sentence because it consists of only one main clause, which has one subject and one finite verb.
- b) This sentence is an example of a complex sentence because it consists of a main clause and a subordinate clause, which is introduced by a subordinating conjunction (*while*).
- c) This sentence is an example of a simple sentence because it consists of only one main clause, which has one subject and one finite verb (*should have been*).
- d) This sentence is an example of a complex sentence because it consists of a main clause and a subordinate clause, which is introduced by a subordinating conjunction (*when*).
- e) This sentence is an example of a compound sentence because it consists of two main clauses joined by a coordinating conjunction (*because*).

3. Join the following pairs of simple sentences to create either compound or complex sentences. Use coordinating conjunctions, subordinating conjunctions or relative pronouns.

**Example answers:**

- a) It was dark, but the houses were clearly visible.
- b) The snow, which was piling up in the road, created a hushed atmosphere.
- c) Suddenly there was the sound of breathing and there was also the sound of crunching through the snow.
- d) She could see no one even though she could sense their presence.
- e) Involuntarily, her legs started trembling as she was terrified.

## Unit 6: Concord

### Page 91

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1. Choose the correct form of the verb in brackets. Then explain the choices you have made.
  - a) The group of children is listening to the teacher very well. → singular verb used with singular collective noun
  - b) The group of children are listening to the teacher, but some are doing their own thing. → plural verbs used with plural collective noun and pronoun
  - c) Either the teachers or the troublesome boy is leaving the school. → singular verb because subject closest to the verb is singular
  - d) Either the principal or the teachers are dealing with the matter. → plural verb because subject closest to the verb is plural
  - e) Law and order is the backbone of any society. → singular verb because noun is understood to be singular unit
  - f) A teacher and a student are needed for the quorum to be properly constituted. → plural verb used with compound subject joined by *and*
2. Correct the errors of concord in the following paragraph.

Students in South Africa are no longer assured of places at colleges or universities. Studying and working hard at school is not a guarantee that students will be able to further their education. Only one in eight who applies is accepted at these institutions. A total of 200 000 first-year students have been accepted at South Africa's universities this week. A multitude of unsuccessful candidates are dealing with having been turned away. They either did not meet the requirements or the tertiary institutions are full. It all comes down to this: either universities or students change their expectations for the future.

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1. Choose the correct form of the pronoun in brackets.
  - a) Every one of the girls takes her laptop to class every day.
  - b) Parliament is opening on Wednesday. It will hear debates on new bills.
  - c) The group leaves for Cape Town next week where it hopes to see all the sights.
  - d) These cellphones are the best on the market. Everyone would like to have one of them.
  - e) Addition and subtraction is one of the basic elements in Mathematics. It is fundamental for any scholar to understand it.

2. Choose the correct verb in brackets.
- None of the students is taking part in the activities this afternoon.
  - Every one of them was going home early.
  - Neither of the boys was on time to catch the bus home.
  - No one is allowed to play sport today, as it is too hot.
  - Some breadcrumbs are lying on the floor.
  - Some of the water is dirty and cannot be used for drinking.
3. Choose the correct pronoun or verb in brackets in the following paragraph.
- “Generation Z” is the name for youngsters born after 1995. The group is described as being independent and always in a hurry. They are not aware of a world without the Internet. They live in the moment. Each one is a candidate for a career in acting. None is able to be without the Internet. It dominates their lives. Many of them speak using acronyms such as “lols”. Much of this language is difficult for the older generation to understand.
4. Explain why the use of the underlined pronoun makes the following sentences ambiguous. Then rewrite each sentence so that it is no longer ambiguous.
- Animals should never be sent to those kennels. They are dirty. → It is not clear whether “they” refers to the kennels or the animals.
  - It is better to go to debating in the afternoons than to attend play practice. It is something that requires many hours of commitment. → It is not clear whether “it” refers to debating or attending play practice.
  - Children should watch out for gangsters. They are dangerous. → It is not clear whether “they” refers to children or gangsters.

**Example answers:**

- Animals should never be sent to those kennels. The kennels are dirty.
- It is better to go debating in the afternoons than to attend play practice. Play practice is something that requires many hours of commitment.
- Children should watch out for gangsters who are dangerous.

## Unit 7: Active voice and passive voice

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1. Identify the voice that is used in each of the sentences. Explain why the active voice or the passive voice is used in each instance.
  - a) He was beaten up by the crowd and badly hurt. → passive: it is important to highlight the object being acted on.
  - b) Cape Town is regarded as the most popular city in South Africa → passive: it is not necessary to state the agent. *Cape Town* is also foregrounded.
  - c) He resembled his father in so many ways. → active: it would be clumsy to use the passive here.
  - d) The city mayor was surrounded by the crowd. → passive: *city mayor* is foregrounded; the agent of the action is known.
  - e) The research has been conducted over a three-month period. → passive: It might not be known who the agent is, or it might not be necessary to identify the agent.
  
2. Rewrite the sentences in the passive voice.
  - a) iPads, computers and cellphones are all made use of by students during their lectures.
  - b) New equipment is being installed annually by universities and schools.
  - c) Free Wi-Fi access is even being provided to people by municipalities.
  - d) Everyone – from farm workers to managers – is being required by these municipalities to write a report on their experiences.
  - e) Anti-theft devices will be introduced on all cellphones by cellphone companies from next year on.
  
3. Rewrite the extract from a newspaper article in the active voice.

**Example answer:**

Next week, the inhabitants of informal settlements and the mayor of the city will hold talks to address the issue of service delivery in the area. This follows protests last week, during which protesters burned rubbish in the streets. Many residents feel that the city is not addressing their needs. They expressed the hope that the mayor would hear their grievances.

## Unit 8: Direct and indirect speech

### Page 99

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1. Change the following sentences into direct speech.
  - a) Shireen says, "I am going to attend the hockey match today."
  - b) She says, "I will be meeting up with friends at the stadium."
  - c) She says, "I hope that my friends and I will enjoy the match."
  - d) She explains, "I have been working hard for the past week, so I can afford to take some time off."

2. Punctuate the following paragraph according to the rules of direct speech.

It was a thrilling start to the evening. As people streamed into the stadium, many voices could be heard above the crowd. "Please keep me a seat!" yelled Hannes. "Of course I will," shouted Kareem from across the stadium. "Your ticket has your seat number on it, so if you make your way over here you will find your seat next to mine."  
"OK that is great. See you now!" shouted Hannes.

3. The direct speech in the following paragraph has not been punctuated correctly. Rewrite the paragraph using the correct punctuation.

"Who will you be supporting at today's match?" asked Thumi.  
"My favourite team is Ghana," said Nasief. "I am happy to bet that they will thrash Bafana Bafana."  
"You must be crazy. They will never win today!" argued Thumi. "Bafana Bafana have been on a winning streak and they are not about to break that pattern."  
"Well we will just have to wait and see," said Nasief, "and may the best team win!"

### Page 101

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1. Change the following sentences from direct speech to indirect speech.
  - a) The students protested that they were tired from the evening classes that they had had to attend that week.
  - b) The lecturer told the students to stop complaining about having to get up so early.
  - c) She said that she would agree to push forward the starting time by half an hour the next day.
  - d) The lecturer said that all students should report for first lecture the next day.
  - e) The students thanked her and said that they appreciated her effort to accommodate them. She would now have attentive students.

2. Rewrite the following paragraph in indirect speech.

Harry shouted that Khaya should hurry up. Khaya asked what for. Harry said that all the lecture times that day had been moved forward and they were starting their test in 20 minutes' time. Khaya retorted that he had to be joking. He asked why no one had warned them about that. Harry said that the notice had been sent out by email the day before and had also been posted on the website that day. Khaya was disappointed and said that his computer was not working then because of all the load shedding from the previous week. That was why he had known nothing about the changed times.

## Chapter 3: Punctuation, spelling and dictionary work

### Unit 1: Punctuation

#### Page 103

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1. Insert commas and full stops in the sentences where necessary.
  - a) Our pet dog, a mongrel, has difficulty walking, so we must take him to a vet.
  - b) On many occasions, the weather has caused serious accidents here.
  - c) The millionaire's new yacht is long, sleek, powerful and luxurious.
  - d) At the second traffic light, turn right and you'll see Prof. Malan's house.
  - e) Each morning, Eric, Monty and Kabiso woke up early, brushed their teeth, got dressed and prepared for work.
  - f) Mr Owen, the owner of the store, said, "I'm out of stock. I'll order more."
  - g) In contrast, Douglas Bader, the famous Second World War pilot, learned to fly without legs.
  - h) "That, ladies and gentlemen," concluded the speaker, "is how the discovery was made."
  - i) The leopard moved quickly, but the game ranger managed to scramble to safety.
  
2. Correct the punctuation errors in the following sentences.
  - a) The students, who were from the city campus, demonstrated outside Parliament.
  - b) That's a beautiful view, isn't it?
  - c) I need to see Mr Smith urgently.
  - d) I met Barry; we went to the movies together. / I met Barry then we went to the movies together. / I met Barry. We went to the movies together.
  - e) For supper, we had chicken, vegetables, pudding and coffee.
  - f) I hate thieves, like you. I believe they should be severely punished.
  - g) The beautiful city of Cape Town is the oldest in the country.

#### Page 105

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1. Insert colons in the sentences where necessary.
  - a) She has one goal: to be promoted.
  - b) MACBETH: Is this a dagger which I see before me,  
The handle toward my hand?
  - c) The new office needs the following: a computer, a scanner and a printer.
  - d) He had one thought in his mind: where would he find her?
  - e) We need to take a lot of equipment when we go camping: a tent, sleeping bags, pots and pans, and eating utensils.

2. Insert semicolons in the sentences where necessary.
- Send me an email tomorrow; you can explain your point of view there.
  - The charity shop is in need of new stock; bed linen and towels are in short supply.
  - The guest list includes dignitaries from Russia, India, Brazil; and other countries.
  - I promise I will help you when I have finished this project; and that is a promise I will keep.
  - He says that he has paid his fees; he expects to be admitted to the meeting.

3. Insert colons and semicolons where necessary in the following paragraph.

An international pop star will be performing at several venues in South Africa: at Sun City in North West province; at Soccer City in Gauteng; at the Moses Mabhida Stadium in Durban; and in the Cape Town Stadium. In each centre, he has requested the following: air-conditioned hotel rooms with Wi-Fi connectivity; a fridge stocked with natural fruit juices; and covered parking for all the vehicles. His entourage will consist of his wife and three children; a production team of twenty people; and personal assistants such as make-up artists and voice coaches. In addition, he needs storage facilities for sound and lighting equipment; as well as for his costumes.

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1. Insert exclamation marks or question marks in the sentences where necessary.
- Wow! What a magnificent catch!
  - Come here immediately!
  - Phew! Can you remember when we last had such a hot day?
  - Why have you spent your whole allowance so soon?
  - Ouch! I think I've twisted my ankle.
2. Rewrite the sentences using the correct punctuation.
- "Will you make the coffee?" Sophie asked.
  - "I'll phone you this evening," she said. "Will you be home by 7 o'clock?"
  - Devil's Peak* and *Dead before Dying* were both written by Deon Meyer.
  - "I've passed my driver's licence test!" exclaimed Sue.
  - The conductor demanded, "Where are your tickets?"
  - "Many years ago," my grandmother said, "we lived on a farm."
  - "Shh! Did you hear that funny noise?" whispered Dan nervously.
  - "Really? I can't believe you think that!" retorted my friend.
  - "Where have you been?" demanded my father. "I've been so worried about you!"
  - The frustrated mother exclaimed, "Does he listen to me? No!"

3. Insert punctuation marks and the correct line spacing in the following paragraph.

“Why are you so late?” his mother asked. “Supper is ruined.”

“We were watching the last episode of *Star Trek*. It was so exciting! Sorry, I forgot what time it was,” replied Siphon.

“That’s no excuse,” sighed his mother. “You know how dangerous it is to walk home after dark.”

“I’ve said sorry, and I mean it. I’ll try not to do it again.”

4. Insert punctuation marks and the correct line spacing in the following paragraph.

She stared at him and shouted, “You stole my wallet!”

He paused briefly before replying, “Please forgive me. I am so hungry! I’ve had nothing to eat for a whole week. What can I do to show you that I’m really sorry?”

Her anger evaporated and she handed him R50. “Go and buy some food,” she said.

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1. Insert apostrophes in the correct places in the sentences.

a) The women’s soccer team has had an outstanding season.

b) The boys hid the girls’ shoes as a joke.

c) The science laboratory’s equipment needs to be replaced.

d) She’ll phone as soon as she’s seen the doctor.

e) Jana and Isabelle’s project is missing.

f) I won’t go home early today.

g) This evening’s performance has been postponed.

2. Correct the errors in the sentences.

a) Our pet budgie escaped from its cage.

b) We watched videos until late last night.

c) She’s feeling ill so I’ll take her home.

d) “I wasn’t there!” protested the young man. “They’re framing me!”

e) Our grandfather fell asleep on the children’s bed.

f) The elderly widow lost all her possessions in last month’s fires.

g) “Who’s been eating my porridge?” asked Papa Bear.

3. Insert apostrophes where they are needed in the following paragraph.

They’re going on holiday in a month’s time. They’ll be away for three weeks so they have a long list of preparations. They’ve already received their tickets and visas, so now they just need to buy suitcases and shoes. They considered getting collapsible umbrellas but decided not to. The dog’s going to stay in a boarding kennel but a neighbour’s son is coming in every day to feed the cats.

1. Choose the correct word in brackets to complete the sentences.

- a) You need to re-sign these documents.
- b) We want to re-cover the lounge suite.
- c) I love listening to my parents when they recount stories of their youth.
- d) He has recovered from the operation.
- e) She asked to have her exam re-marked.

2. Insert hyphens in the sentences where necessary.

- a) We had to buy a two-metre curtain rail.
- b) The cast acknowledged the standing ovation from the first-night audience.
- c) They ran a half-marathon last Saturday.
- d) They have a long-standing relationship.
- e) I received an out-of-date catalogue from the store.

3. Insert dashes in the sentences where necessary.

- a) Complete the application form in black ink – blue is not acceptable.
- b) Rain jackets – white or navy blue – may be worn in winter.
- c) I – um – would just like to – um – thank everyone for their help.
- d) Read pages 28–30 inclusive and summarise the main points.
- e) He was apprenticed at the age of 13 – his family was extremely poor.

4. Insert hyphens in the sentences where necessary.

- a) He read an eight-page document to the shareholders.
- b) Asleep on the pavement was a down-and-out beggar.
- c) We watched the never-to-be-forgotten men's final on Sunday.
- d) The firemen and -women fought the blaze for six hours.
- e) My brother ate three-quarters of the pizza.

1. Insert brackets around the parentheses in the following sentences.

- a) We drove to Arniston (the nearest town) to find accommodation.
- b) Theresa told Lulamela that she (Lulamela) had won a prize.
- c) The committee has decided (after careful consideration) to postpone the carnival.
- d) I shall need a suitcase (a big one) to pack my clothes into.
- e) The next day (Thursday) we went to Knysna.

2. Insert dashes around the parentheses in the following sentences.
- The lecturer began by saying, “I want to explain osmosis – the movement of solvent molecules in water – this morning.”
  - “I was given a watch – just the one I wanted – for my birthday!” exclaimed June.
  - “Complete the form in ink – not pencil – before you hand it in,” the clerk said.
  - Nomfundo replied, “Of the three names my parents have suggested for my baby – Lunga, Vuyani and Sandile – I like Vuyani best.”
  - The head teacher explained, “I think you should go to Mrs Smith – remember to take your essay with you – and ask her opinion.”

## Unit 2: Capitalisation

### Page 114

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Correct each capitalisation error in the following passage.

Climate change is coming to Southern Africa. According to Prof. N. Makhubalo of the Cape Town Meterological Society, “All the signs are there in the south of the continent. The summers are growing longer, the rainfall is decreasing in winter and spring, especially in the western parts of the region.” The professor quoted from the IPCC Fourth Assessment Report (2007), which pointed out that crop failure and damage to infrastructure are two of the consequences facing us.

## Unit 3: Spelling

### Page 117

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1. Write out three additional examples of words containing the silent letter combinations illustrated in each of the words below.

**Example answers:**

- |            |         |            |
|------------|---------|------------|
| a) ghetto  | ghastly | aghast     |
| b) adjoin  | adjourn | adjudicate |
| c) bomb    | lamb    | climb      |
| d) know    | knight  | knot       |
| e) consign | gnaw    | gnat       |

2. Use each of these pairs of near homophones in sentences to show you understand their different meanings.

**Example answers:**

- a) The judge tried to elicit an answer from him but he stayed silent. He had been arrested for involvement in illicit diamond-dealing.
  - b) Mr Mandela was one of the most eminent statesmen ever. If climate change continues at this rapid rate disaster is imminent.
  - c) The general populace knows very little about the greenhouse effect. Khayelitsha, with over 500 000 people, is one of the most populous areas in the Cape.
  - d) Evening always precedes nightfall. Our teacher proceeds from simple to more complex concepts in maths.
  - e) I love dressing in casual clothes in summer – T-shirt and shorts and sandals. The causal link between smoking and cancer has been proven repeatedly.
3. Give the British English spelling equivalent of these American English words.
- a) fibre
  - b) humour
  - c) licence
  - d) civilised
  - e) fuelling
  - f) epilogue
  - g) oestrogen
  - h) paediatric

4. Choose the correct spelling from each group of words.

- a) a lot
- b) argument
- c) cemetery
- d) drunkenness
- e) dumb-bell
- f) fiery
- g) guarantee
- h) rhythm
- i) harass
- j) inoculate
- k) hierarchy
- l) manoeuvre
- m) mischievous
- n) misspell
- o) perseverance

5. Write out the spelling mistakes in this paragraph and correct them.

We were not happy with our accommodation in Ladysmith. On the basis of information we had received, we had definitely been impressed. A friend of ours in Parliament knew the area well. She told us it was easily accessible by car and it was comfortable, and secure. This is what really gladdened us; that it was affordable. But it was not. It was very expensive, it was tatty in a weird way – a tattiness that was unforgettable – and the manager of the apartment was quite intolerant of elderly people like Hendrik and me, whom he “greeted” with an obvious hostility.

## Unit 4: Abbreviations

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1. Identify what the abbreviations in the following sentences stand for.

- a) SUV → sports utility vehicle, kW → kilowatts
- b) rpm → revs/revolutions per minute
- c) IT → information technology, ICT → information and communication technologies
- d) ASAP → as soon as possible
- e) pp. → pages, ll. → lines, p. → page
- f) pop. → population, est. → estimated
- g) GEAR → Growth, Employment and Redistribution Strategy
- h) NNE → north-northeast
- i) pub → public house

2. Identify the type of abbreviations used in Exercise 1.

- a) SUV → initialism, kW → symbol
- b) rpm → initialism
- c) IT → initialism, ICT → initialism
- d) ASAP → acronym
- e) pp. → symbol, ll. → symbol, p. → symbol
- f) pop. → truncation, est. → truncation
- g) GEAR → acronym
- h) NNE → symbol
- i) pub → clipping

3. Correct the abbreviation errors and errors of style in the following letter.

Dear Sir/Madam

We have just returned from a holiday in the province of Mpumalanga. I want to comment on the condition of the roads there.

It is a common experience to encounter negativity about our country. The disaster of RDP housing is a topic that will not go away, like our potholed roads. However, on a road that stretched for 400 km we did not encounter one pothole. The roads were in outstanding condition.

We spoke to two MECs from the province whose portfolio is roads. They informed us that while they were committed to BEE companies, they would not tolerate shoddy work.

Yours faithfully  
Zuko Mbekeni

## Chapter 4: Making meaning

### Unit 1: Derivatives

#### Page 123

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1. Choose the correct prefix in brackets for the underlined word in each sentence.
  - a) After sitting for so long in one position, she felt immobile.
  - b) Her energy made it seem as if she was unstoppable.
  - c) Although he had studied film and media at university, he was uninterested in getting a job as a filmmaker.
2. Copy and complete the sentences, adding prefixes to the words in brackets.
  - a) They need to recharge their batteries for the second round of filming.
  - b) The constitution stipulates that it is illegal to employ people without a contract.
  - c) The director was looking for an old-fashioned Ford automobile.
  - d) He did not get the job as he was a pseudo-filmmaker and his lies were exposed.
  - e) The actors were given a week off to spend time on self-renewal.
3. The underlined words in the following paragraph have incorrect prefixes, or they need prefixes to be added. Rewrite the paragraph correctly.

In the afternoon, everyone takes a welcome break from the unstoppable demands of filming. The pace is unrelenting and many of the actors feel that they are overworked and underpaid. However, the management is unsympathetic and feels that the actors' demands are extraordinary.

#### Page 125

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1. Complete the table using suffixes to change the parts of speech of the words that have been given to you.

Noun	Verb	Adjective	Adverb
origin	originate	original	originally
criminal	criminalise	criminal	criminally
adventure	venture	adventurous	adventurously
decision	decide	decisive	decisively
organisation	organise	organisational	organisationally

2. Add suffixes to the underlined words in the following paragraph so that they make sense in context.

A film reviewer is an influential person. Writing positively or negatively could determine how well a film is received by the public. Reviews that are appallingly written, do not have much influence. These reviews tend to be emotive and subjective. Reviews written by a credible reviewer are appreciated by the public.

3. Write down the base form and part of speech of the underlined words in the sentences. Explain how the suffix creates a new word class. The first one has been done for you.
- a) Quantitative research is required before the idea can be implemented.  
Base word: quantity (noun); suffix *-ative* creates an adjective
  - b) She will achieve much fulfilment at acting school if she goes there next year.  
Base word: fulfil (verb); suffix *-ment* creates a noun
  - c) The area in which the filming will take place is spacious.  
Base word: space (noun); suffix *-ious* creates an adjective
  - d) Competitiveness is rife amongst those waiting to audition for the part.  
Base word: competitive (adjective); suffix *-ness* creates a noun
  - e) There is stiff competition for the acting roles.  
Base word: compete (verb); suffix *-ition* creates a noun

## Unit 2: Vocabulary

### Page 127

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1. Choose the most appropriate synonym from the words in brackets to replace the underlined words. They must suit the contexts in which they are used.
- a) Msizi felt that he was unneeded when enough people arrived to help out.
  - b) It is disheartening that so many students drop out of university.
  - c) Thobi was unwilling to go to the party when so many of her friends had decided to stay at home.
  - d) Fachin felt real sorrow when the captain of Bafana Bafana was killed.
  - e) Johan expressed confusion at the devastation after the fire.
2. Give antonyms for the words in brackets.
- a) She was excited that she was selected to go on tennis tour.
  - b) She said she was pessimistic about the team's chances of success.
  - c) A judge should be unbiased/impartial and should not show any favouritism.
  - d) No child should be unnoticed/ignored by the school authorities.
  - e) Exercise is detrimental for most people.

3. Use prefixes or suffixes to form antonyms of these words.

exhaustible → **inexhaustible**

playful → **unplayful**

service → **disservice**

involved → **uninvolved**

standing → **non-standing**

thankful → **unthankful**

descend → **ascend**

possible → **impossible**

explode → **implode**

regular → **irregular**

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1. Identify whether the underlined pairs of words are homonyms, homographs or homophones.

a) Kavashini loves to eat tomato sauce with her food.

The source of all the problems is her inability to go to bed early. → homophones

b) The drama lecturer implored students to conduct themselves well at the concert.

Professor Jansen said that their conduct had been exemplary. → homographs

c) Each student was required to decorate a box for the art project.

In previous times, it was common to box children about the ears. → homonyms

d) The flies in Australia are quite a problem.

Time flies when one is working hard. → homonyms

e) A tear rolled down her cheek when she heard the sad news.

The puppy will tear up all the paper in its basket. → homographs

f) She likes to knead the dough before putting it into the oven.

There is a real need for students to enter the food industry. → homophones

g) In the past, one would need to get water from the well.

One has to be well enough to climb Mount Kilimanjaro. → homonyms

h) The summer days are glorious.

After working long hours at night, the students are in a daze the next morning. → homophones

2. The underlined words in these sentences are homophones. Write down the partner homophone for each of the words and give its meaning.

a) clause → claws: sharp nails on an animal or bird's foot

b) air → heir: person who inherits property from its former owner

c) site → sight: the ability to see, vision

d) there → their: belonging to them

e) night → knight: a man awarded a special rank by the king or queen

3. This paragraph contains many homophones that have been used incorrectly. Correct the errors.

Before going to the party, Zanele decided to dye her hair orange. She wanted to stand out from the other party-goers. It would have been a good idea, but she had not heard what the others were doing. The problem was that many other students had decided also to dye their hair. They also decorated themselves with lots of colourful flowers – the result, not one person stood out, as there were so many different colours.

## Page 130

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1. Determine whether the underlined words in the sentences are examples of paronyms or polysemes.
- The detective was told to dog the person suspected of the robbery. → polyseme
  - The importance of training a dog well cannot be stressed enough. → patronym
  - Lebo's benevolence was much appreciated by his sisters. → patronym
  - Ayanda thought that she would chair the meeting tomorrow. → polyseme
  - The students will cheer as loudly as they can at the inter-varsity match. → polyseme
2. Write the correct paronyms for the words in brackets.
- It was a joyful start to the day.
  - Childhood is a time when one can be the most vulnerable.
  - The professor's timely/timeous arrival meant that the lecture could begin.
  - Punctuality is a prerequisite for any successful job interview.
  - She showed her all the historical research in the archives.

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1. Choose the correct word from the brackets to complete the sentences.
- In this instance, Thabo proved that he was right.
  - The doctor's practice was always full.
  - The quotation was an allusion to Shakespeare's Macbeth.
  - It is an effective way to end the novel.
  - He did not want to be identified so he tried to remain anonymous
2. The underlined words in this paragraph have been used incorrectly. Correct the errors.
- There were fewer students than the organisers had expected at the gathering. The turn-out was disappointing but many had seemed uninterested when information was given out. The principal reason for their non-attendance was the party that was happening at the same time.

Replace the words in brackets with one word to complete the following sentences.

- a) Zakhele's report said he was a diligent student.
- b) Regarding Mathematics, Puleng needed to improve her work ethic.
- c) They were told that, regarding/concerning their participation, they had to be present.
- d) The student body comprised South Africans as well as students from all over the world.
- e) The dress Lerato wore to the dance was unique.
- f) The vice-chancellor told the students that currently too many students had enrolled for the year.
- g) He also said that the university was full.
- h) This year will go on record as being the driest year in the history of the country.

1. Give two words from which the portmanteau words in brackets are formed.

- a) labradoodle → *Labrador* and *poodle*
- b) skorts → *skirts* and *shorts*
- c) chillax → *chill* and *relax*
- d) cronut → *croissant* and *donut*
- e) emoticons → *emotions* and *icons*
- f) infomercials → *information* and *commercials*
- g) jeggings → *jeans* and *leggings*
- h) manbag → *man* and *handbag*
- i) zedonks → *zebras* and *donkeys*
- j) staycation → *stay* and *vacation*

2. Identify the neologisms, borrowed words and portmanteau words in the paragraph.

It was time for Luvuyo to pack up for the holiday. He had been warned that the digital detox (neologism) would be difficult, but he was prepared to go along with it. The place for the rendezvous (borrowed word) had been determined, and all that was needed now was for him to notify friends on Facebook (neologism) that he would not be contactable – they could not even Skype (neologism) him, so incommunicado (borrowed word) would he be. Netiquette (portmanteau word) demanded that he let people know, otherwise his email inbox (portmanteau word) would become clogged up, and he would have quite a job fixing things on his return.

## Unit 3: Figures of speech

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1. Which of the following sentences are literal and which are figurative?
  - a) Ma told Ntombi to buy bread when she was at the shops. → literal
  - b) You could have knocked me down with a feather. → figurative
  - c) Time goes so slowly, it's like watching paint dry. → literal
  - d) It was so difficult rounding everyone up, I might as well have been herding cats. → figurative
  - e) Jo is such a nice girl but she's never on time. → literal
  - f) After the long drought, it rained cats and dogs. → figurative
2. Give a literal meaning for the following figurative sentences.
  - a) You are my sunshine, my only sunshine → I love you. / You are the only happiness in my life.
  - b) Her father had a heart of stone. → Her father was cruel / hard-hearted / unforgiving.
  - c) Time is money. → If you waste time, you lose money.
  - d) When he awoke, he was greeted by a cold moon. → When he awoke, he felt cold and alone.
  - e) My love is like a red, red rose. → My girlfriend or lover is very beautiful.
  - f) His wife waited, nursing her anger to keep it warm. → His wife waited, reminding herself all the time of how angry she was with him.

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1. Identify the figures of speech in the sentences.
  - a) Why are we born? Why do we die? Why do we like digital watches? → rhetorical questions and bathos
  - b) I'm not ready to kick the bucket quite yet! → euphemism
  - c) I know that I know nothing at all. → paradox
  - d) Ignore all rules. → contradiction
  - e) James was a banker, but he lost interest. → pun
  - f) Approaching the storm was like driving into the heart of darkness. → simile and allusion
2. Identify the figures of speech in the following book titles.
  - a) *Darwin's Dangerous Idea* (Daniel Dennett) → irony
  - b) *The Cantabourried Tales* (David Swain) → parody
  - c) *Heart of Darkness* (Joseph Conrad) → metaphor
  - d) *Cry, the Beloved Country* (Alan Paton) → personification
  - e) *The Spy Who Came in from the Cold* (John le Carré) → metaphor

Choose the best idiom to complete the sentences.

- a) I can't follow these instructions, they're Greek to me.
- b) His dog was very old and finally it kicked the bucket.
- c) Her memory was usually good but once in a blue moon she forgets her mother's birthday.
- d) The newest member of staff was made a scapegoat for the mistakes of the boss.
- e) Manuel agreed at the drop of a hat to help with fundraising.
- f) I could assist you with your taxes but it would be like the blind leading the blind.
- g) By investigating the corruption scandal Sara was opening a can of worms.
- h) There was bad traffic so we only made it to the airport by the skin of our teeth.
- i) Zieta got all of her Christmas shopping done in one fell swoop.
- j) Throughout his trial, the innocent man's wife was a tower of strength.
- k) Our CEO never makes decisions; he always sits on the fence.
- l) Was the exam difficult? No, it was a piece of cake.

## Unit 4: Sound devices

1. Identify the sound devices used in the sentences.

- a) Beside the lake, beneath the trees, fluttering and dancing in the breeze. → rhyme and alliteration
- b) The rain in Spain stays mainly on the plain. → assonance and rhyme
- c) Peter Piper picked a peck of pickled peppers. → alliteration and assonance
- d) I hear lake water lapping with low sounds by the shore. → onomatopoeia and alliteration
- e) Ding dong merrily on high. → onomatopoeia, alliteration and consonance

2. Identify the rhymes in the poem.

woe, blow, blow  
averred, bird  
they, slay

## Unit 5: Critical language awareness

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1. Underline the clichés in the paragraph.

Hold on to your hats, folks! We're heading for the wide open spaces. The big country is beckoning us home. We've packed up, lock, stock and barrel. It's goodbye to the smoke and hello to the wind in your hair. It's going to be so good to feel that old black magic.

2. Identify the errors in the sentences.

- a) Before them, the huge expanse of the Karoo stretched to the horizon. → tautology: expanse would suffice
- b) Won't you all come and help us, one and all? → redundancy: repetition of all
- c) Don't let me hear you repeat that again! → redundancy: repeat makes the word again redundant
- d) Reply back to my email, please. → redundancy: either reply or write back
- e) Astronomy is the study of heavenly bodies in our universe. It began millions of years ago. → ambiguity: The universe began millions of years ago. The sentence implies that astronomy began millions of years ago.

3. Name the types of emotive language used in the sentences.

- a) Surely a pretty girl like you can't control all these kids? → prejudice
- b) She's having one of her blonde moments. → stereotype
- c) Women are no good with machinery. → prejudice/stereotype
- d) Frenchmen are great lovers; Italians are great cooks. → stereotype
- e) Can we do it? Yes we can! → emotive words
- f) Our cat is up a tree, so your dog must have chased him. → assumption
- g) Girls are not allowed to play cricket at school. → discrimination
- h) Librarians are shy but clever. → stereotype
- i) If you really value your husband, buy this cream today! → persuasive language
- j) Teach your baby to read – money-back guarantee, terms and conditions apply. → manipulative language

4. Where are you most likely to find the statements that follow? Choose from the texts listed and state what type of emotive language they represent.

- a) I vow to ensure accountability in all areas. → a political speech: rhetoric
- b) Bring back lost lovers! Money in your account by next week. → a newspaper advertisement: persuasive language
- c) Further investigation is required, therefore no action may be taken before the revised submission is received. → an official report: inference
- d) Let's get rid of all those outsiders who come here to drain resources from honest, hardworking men. → a propaganda flyer: discrimination
- e) Language is a strong determiner of social position. → an official report: argument

5. Which of the following statements are opinions, and which are facts?
- a) Stay cheerful and you will always be healthy. → opinion
  - b) Eating carrots will definitely improve your eyesight. → opinion
  - c) Stricter gun controls will probably save lives. → opinion
  - d) All men are created free and equal. → fact
  - e) Sources of renewable energy are wind power and water power. → fact
  - f) A light year is the distance light travels in an earth year. → fact
  - g) The square on the hypotenuse is equal to the sum of the squares on the other two sides.  
→ fact

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Underline the words in the sentences that have negative connotations.

- a) The manager plotted to lay off his assistant over Christmas.
- b) Jo dumped his girlfriend.
- c) A troupe of scrawny gymnasts performed a new act.
- d) This town is more than quiet, it's moribund.
- e) An officious guard put their luggage off the train.
- f) Cutting off the sleeves of her husband's suits was a naive response to their marital problem.

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1. Mark the following sentences as (F) for formal or (I) for informal.

- a) The First World War began in 1914. → F
- b) Supposedly the war to end all wars – how wrong can you be! → I
- c) For a given length, the time period is independent of the amplitude. → F
- d) Let's go for it, china. Chuck me the keys! → I
- e) The male lion allows his scent to carry down to the herd below. → F

2. Rewrite the paragraph, using a formal register.

**Example answer:**

Lab report 1. The flasks and other equipment were taken out of the lockers and set up on the work benches. The instructor did not permit anyone to touch the sulphuric acid. He gave Mavo gloves and a mask, and instructed Khaya to put the flask in a clamp. The copper sulphate was not added because of lack of time.

## Unit 6: Visual literacy

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Refer to the comic strip, and answer the questions that follow.

**Example answers:**

- a) The bubbles indicate Thandi's thoughts.
- b) Her body language suggests she is thinking about the question in the geography quiz. She seems to be holding her pen near her mouth, in a typically thoughtful pose.
- c) It shows she is thinking and concentrating – her eyes are wide-open, staring into space. She has a serious expression on her face as well.
- d) She sees a statue (the Statue of Liberty) holding a flame. Thandi would see this as a source of light, which might have been an understandable misinterpretation for someone who had been living through load shedding. The interruptions to electricity meant that people had to become quite inventive about finding alternative sources of lighting.
- e) The cartoon could be an example of satire, as human foolishness is being exposed through the use of humour to make a serious point about load shedding. Thandi 'stupidly' mistakes the flame being held by the Statue of Liberty as a source of light used during load shedding. However, the point being made is a critical one about Eskom load shedding "again".

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1. Identify the following elements in the advertisement.

- a) catch phrase: Dad ... I'm a golfer.
- b) logo: the circle (or ball) with Expo18 inside it.
- c) slogan: GOOD TO GOLF

2. Describe who you think the target market might be for the advertisement.

**Example answer:**

This advert is directed at people who play golf or who are interested in golf. It is advertising the Golf Expo and only people who have an interest in the sport would want to spend time there.

3. Explain how the catch phrase links to the visual images in the advertisement.

**Example answer:**

The catchphrase, "Dad ... I'm a golfer", must be what the son is saying to his father, who is clearly a supporter of rugby rather than golf. The son is standing in front of his father, gesturing with his hand in support of his statement that he is a golfer. The father is looking shocked and surprised at his son's "announcement".

4. What do the visual details in the advertisement suggest? Refer closely to specific visual details in your answer.

**Example answer:**

The visual details suggest that the father is a rugby supporter. He is wearing a rugby jersey with the Springbok emblem on it; there is a cup on the side-table with a lop-sided rugby ball in it; the framed photograph is of a rugby team with a South African flag and there are springbok horns mounted on the wall. All these details suggest the father is mad about rugby.

5. What human needs or desires are being appealed to in the advertisement?

**Example answer:**

The need for self-actualisation is being appealed to. The son is going against tradition and against what his father would possibly want for him. He wishes to pursue his own interests, and thereby become self-fulfilled. The need for belonging is also appealed to: there is a subtle promise that one will feel as if one belongs at the Golf Expo. This is evident in the words: “Not everyone understands your lifestyle choice. At Expo18 however, we get it.”

6. Discuss the emotive language in the copy for the advertisement.

**Example answer:**

The adjectives “latest”, “best” and “cool” all suggest that the technology and apparel at Expo18 are better than anything else. This has the effect of making someone feel that if they participate in the Expo, they will be among the best as well. The emotive language in “At Expo18 however, we get it” also brings out a desire in someone to want to be part of this event, as it will be there that they will be understood and appreciated.

7. Evaluate the advertisement in terms of the Aida principle, and argue whether it is effective.

**Example answer:**

**Attention and interest:** The visual image of the rugby-loving father and the supporting visual details (photograph, buck, bulldog, rugby ball, cup) attract the attention and interest of the viewer. The catchphrase “Dad ... I’m a golfer” also attracts attention, particularly as it is in the context of the rugby related imagery. The viewer might well empathise with the son, as perhaps he/she would also once have gone against what was expected.

**Desire:** The desire for self-actualisation and the desire to belong somewhere (in the golfing world) are appealed to.

**Action:** The viewer might be persuaded to go to the Expo, where they would find the best, coolest and latest gear. There is no “call to action”, but rather a more subtle persuasive message suggesting that the viewer would find self-fulfilment and great apparel at the Expo.