

English

Home Language

CLASS TEXT & STUDY GUIDE

Sue Jordaan, Lindi Clarke & Jeanne Maclay-Mayers

GRADE

10

CAPS

3-in-1

“It is true
another! for the world,
before us like a land of a
hour, so beautiful, so new,
really neither joy, nor
do not peace.”



THE
ANSWER
SERIES *Your Key to Exam Success*

Grade 10 **English HL** 3-in-1 CAPS

CLASS TEXT & STUDY GUIDE

This easy-to-follow, learner-friendly Grade 10 English Home Language 3-in-1 study guide walks you methodically through the four main skills – Listening & Speaking; Reading & Viewing; Writing & Presenting; Language Structures & Conventions. It provides clear guidance on how to approach assessment tasks, including examples with hints and constructive comments.

Key Features:

- Step-by-step, manageable approach
- Comprehensive notes on each of the 4 skills
- Exercises with answers on each of the skills
- Exam papers and answers

This study guide complements the integrated approach emphasised in the curriculum by offering targeted support for specific sub-skills as well as integrated exercises.



English

Home Language

Authors:

Listening and Speaking – Lindi Clarke

Reading and Viewing – Sue Jordaan and Jeanne Maclay-Mayers

Writing and Presenting – Sue Jordaan


Language Structures and Conventions – Sue Jordaan

With contributions by Charmian Plummer, Radha Pillay and Gail Wallace

THIS CLASS TEXT & STUDY GUIDE INCLUDES

- 1 Stimulating Notes on each of the four skills
- 2 Exercises
- 3 Answers

Plus two *sample* Exam Paper 1s and Memos

eBook
available 



CONTENTS

A note about CAPS and the National and IEB Exams ii
Formal Assessment and Exams in Grade 10 iii
Formal Assessment for Grade 10 Learners in schools that write the IEB Exams iv

Part 1: Listening and Speaking 1
 Listening comprehension 2
 Debate 4
 Prepared speech 6
 Unprepared speech 8
 Introducing a speaker 9
 Vote of thanks 10
 Conversation 11
 Dialogue 12
 Interview 12
 Meetings and meeting procedures 14
 Panel discussion 14
 Forum discussion 15
 Storytelling 16
 Directions and instructions 17
 Listening text 18
 Answers 19

Part 2: Reading and Viewing 20
 Comprehension 21
 Visual literacy 36
 Summary writing 43
 Figurative language 46
 Literature 48
 Answers 52



Part 3: Writing and Presenting 57
 Introduction to essay writing 58
 Narrative essay 60
 Descriptive essay 62
 Argumentative essay 63
 Discursive essay 65
 Reflective essay 66
 Topics based on visual stimuli 67
 Introduction to transactional writing 69
 Official / formal letter 69
 Letter of application 71
Curriculum vitae 72
 Formal letter to the press 73
 Friendly / informal letter 74
 Informal letter to the press 75
 Obituary 76
 Agenda and minutes of a meeting 77
 Formal report 78
 Informal report 79
 Review 79
 Newspaper article 81
 Magazine article 82
 Formal speech 83
 Informal speech 84
 Dialogue 84
 Interview 86
 Email 86
 Answers 87

Part 4: Language Structures and Conventions 88
 Parts of speech 89
 How to ask questions 103
 Phrases, clauses and sentences 104
 Paragraphs 106
 Punctuation 106
 Direct and indirect speech 109
 Idiomatic expressions, idioms and proverbs .. 110
 Using a dictionary 111
 Using a thesaurus 111
 Using one word for a phrase 112
 Root words, prefixes and suffixes 112
 Homonyms 113
 Polysemes and paronyms 114
 Language change 114
 Spelling rules and conventions 115
 Commonly misspelt words 116
 Abbreviations and acronyms 117
 Common errors 117
 Style 118
 Answers 119

Exam Papers and Memos 123
 First Practice End-of-year Exam: Paper 1 123
 Second Practice End-of-year Exam: Paper 1 ... 127
First Practice End-of-year Exam Memo 131
Second Practice End-of-year Exam Memo 132

COMPREHENSION

Comprehension exercises have to ask five different types of questions:

- literal questions
- reorganisation questions
- inference questions
- evaluation questions
- appreciation questions.

Let's look at these various types of questions and then we will practise dealing with comprehensions that combine them.

LITERAL QUESTIONS

Literal questions are questions that deal with information explicitly stated in the text.

Try This!

Exercise 1

Read the following text and answer the literal questions that follow.

THE KNYSNA SEAHORSE

Jackie Lockyear

According to the International Union for Conservation, the Knysna seahorse is the most endangered seahorse in the world. The reason for this is primarily due to its exceptionally limited distribution range as they are endemic to a few southern Cape estuaries. A recent survey of these estuaries, conducted by the Seahorse Research Group as part of the Green Trust funded

'Knysna Seahorse Project', confirmed that the Knysna seahorse is only found in three southern Cape estuaries: The Knysna, Swartvlei and Keurbooms Estuaries. This means that if these estuaries are not correctly managed and conserved, South Africa's only seahorse species may be wiped out for good. Conservationists now say that it is important that funding becomes available to continue the monitoring of these populations.



Source: Tracy E Meintjies

The Knysna seahorse has a horse-like head and a monkey-like tail, but it is a fish.

Source: Abridged from: <http://www.scienceinafrica.co.za/2002/september/seahorse.htm>

- 1.1 Name the organisation that has stated that the Knysna seahorse is the most endangered in the world.
- 1.2 Identify the reason that the Knysna seahorse is so endangered.
- 1.3 List the three estuaries in which the Knysna seahorse is found.
- 1.4 State the reason that the writer thinks it is important to get funding.
- 1.5 Describe what the Knysna seahorse looks like.

REORGANISATION QUESTIONS

Reorganisation questions are questions that require the analysis, synthesis (combination) or organisation of information explicitly stated in the text.

Try This!

Exercise 2

Read the following two property advertisements and answer the reorganisation questions given on page 22.

R 250 000 – Philipstown

Large house with beautiful interior in Philipstown

This 3-bedroomed house has its turn-of-the-century interior still intact. The wooden floors, canvas blinds and pressed metal ceilings are perfect. The ceilings are high and the lampshades date from the 1930s.



Features



Bathroom: 1



Bedroom: 3



Pool: N/A



Extent Land: 580 m²

R 160 000 – Philipstown

Step back in time – own a Karoo house in Philipstown.

This little house has been renovated, keeping its original features. It is safe, quiet and perfect for a retirement home.



Features



Bathroom: 1



Bedroom: 2



Pool: N/A



Extent Land: 470 m²

Source: <http://www.propertygenie.co.za/south-africa/residential-property/Phillipstown/results/15995>
Retrieved 23 September 2011.

2 VERBS USED IN QUESTIONS AND WHAT THEY MEAN

Account for	Explain how / why something happened, was said, etc.
Give an account of	Tell the story of what happened
Compare	Point out those aspects that are similar and dissimilar
Contrast	Point out only those aspects that are dissimilar
Discuss	Give factual information (your point of view, with reasons)
Criticise	Evaluate (give existing good points and weaknesses, in your opinion)
Explain	Say what is meant (relating to the passage)
Discuss with reference to	Discuss and give examples by referring to specific words, actions and comments, using quotations to support your answers
Explain the author's reason	Why did the author write this? What was the writer's intention / aim?
Explain the meaning of	What do the words / phrases mean in the sentence?
Comment on	Say why the words / phrases are suitable or appropriate
What is implied by	What is the writer suggesting?
Give evidence to support	Provide the facts / quotes from the passage to support your answer.
Paraphrase	Use another way of expressing what has been written (which can be longer).
Summarise	Briefly explain what was written (should be shorter)

CRITICAL LANGUAGE AWARENESS

Critical language awareness is a sense of what is appropriate language usage, what is inappropriate language usage, and what is manipulative language that is being used for unfair purposes.

Facts and opinion

A **fact** is a statement that can be proven to be true. An **opinion** is a personal view.

For example:

- Fact: Battery farming is a way of farming hens where each hen is given very little space.
- Opinion: Battery farming is a cruel way of farming and should be made illegal.



Source: PESQUISA DA APTA REGIONAL AJUDA AUMENTAR EFICIÊNCIA DAS AVES POEDEIRAS NO CONSUMO DE RAÇÕES

Try This!

Exercise 6

State whether each example is a fact or an opinion.

- 6.1 Cape Town is a gang-infested crime hotspot
- 6.2 Cape Town contains a number of gangs.

Sometimes opinions are signalled by certain introductory phrases, such as 'I believe', but this is not always the case.

When you analyse an advertisement look out for opinions that are disguised as facts to give them more weight.

The photographer also chooses what to photograph and what to leave out of his/her photograph. Therefore photographs are not just records of reality. They are, in a sense, constructed.

For example:

- The first picture below shows a serious young girl.
- The second picture below shows a young girl who is in a difficult situation. We can see that she is being processed by some authorities and given an identification number.
- The details that are included affect the meaning of the image.

Picture 1



Source: Benjamin Gimmel

Picture 2



Source: Benjamin Gimmel

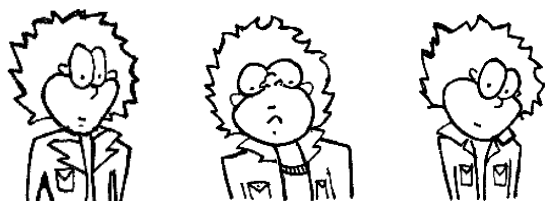
When a picture contains one or more people in it, they will probably have a big influence on the mood of the picture because of their facial expressions and body language.

Facial expressions

The eyes and mouth can indicate surprise, anger, distrust, dismay, excitement, shock, and many other emotions.

The eyebrows also express emotions, and a frown can show tiredness or a bad temper.

The position of the head can show arrogance if it is held very erect, defiance if the jaw is thrust forward, insecurity if held to the side, and so on.



Body language

The hands can be friendly, defensive, aggressive, demanding, pleading, and so on.

The arms can also tell a story:

- arms akimbo (held on hips) show a demanding attitude
- arms held aloft show a questioning, resigned or surrendering attitude
- arms held tautly at the side show tension
- arms held loosely at the side show a relaxed attitude.



When analysing a photograph first describe:

- the people
- the setting
- the layout.

Then say how this affects the theme or message of the photograph.

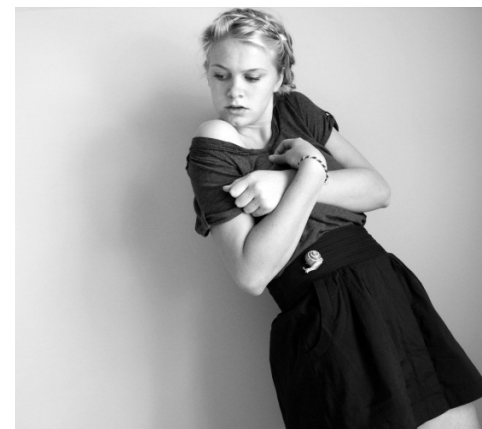
For example:

- The photograph alongside is of a young woman. She seems scared of something that we cannot see, because her facial expression is wary and alarmed, and her body language is very defensive.

The background is just a white wall, so there are no clues to the setting other than the woman's clothes, accessories and hairstyle, which are modern.

The woman is positioned to the side of the frame, and seems to be scared of something outside the frame, because that is where she is looking. The space around her adds to the mystery of what is causing her fear.

Because there is little detail about the cause of the woman's fear the theme of the photo is simply fear itself.



Source: c. kennedy garrett

Do not make the mistake of writing your introduction before you know what will be in your essay.



The **body** of an essay is a succession of carefully planned paragraphs. Each paragraph must contain a topic sentence which makes clear which point in the text is being addressed. A quotation, or a reference to specific detail in the text, must substantiate each point. Each point must be linked to the topic.

The **conclusion** of an essay must not include any new points. The purpose of a conclusion is to end your discussion or argument in a strong and definite way. You need to refer to the essay topic as a whole and make a final statement about it. Your conclusion must make clear where you stand in relation to the topic.

A step-by-step approach to writing a literary essay

Use the following steps to approach a literary essay.

1. Read each word in the topic. Do you understand the topic? Is there more than one part to the topic?
2. Write down in the form of a mindmap, spray diagram or list, everything which you could use to respond to the essay topic. Write these points as you think of them; you will put them in order later.
3. Number your points in the order in which you will use them in your essay. Cross out those points that you have decided not to use.
4. Link each point to the topic by explaining how each point is relevant to the topic. Check that you have information from the text (a short quotation or reference) to provide evidence for the topic.
5. Create the introduction for your topic.
6. Referring to your essay plan, which is now detailed, write the rest of the essay.
7. Read over your essay to check that it is grammatically correct and that each paragraph flows logically into the next.

It must be apparent that thought and care have gone into your literary essay. Careless errors and poor structure should have been edited out of your essay when you proofread it.



Below is an example of a topic and a literary essay on 'Sonnet CXXX' (My Mistress' eyes) by William Shakespeare.

Topic: Discuss to what extent you believe Shakespeare succeeds in expressing his love for his 'mistress' in Sonnet CXXX. Your response must take into account Shakespeare's use of the sonnet form.



SHAKESPEARE'S LOVE FOR HIS MISTRESS

In this poem, Shakespeare contradicts the idea of someone seeing their lover as perfect. He uses the sonnet form to present his thoughts, reaching a forceful and successful conclusion.

Introduction showing angle taken by essay

A Shakespearean sonnet has three quatrains and a rhyming couplet. In the first quatrain, Shakespeare considers the clichéd idea of a beautiful woman who has shining eyes, red lips and perfect skin and hair. He says that his mistress has none of these attributes: her skin is 'dun'; her hair is 'black wires'.

Points made with detailed reference to the poem

In the second and third quatrains, he extends his description and uses emotive words. His mistress has bad breath which 'reeks'; she is not a 'goddess', she is an ordinary woman 'who walks on the ground'.

More points made with detailed reference to the poem

After the negative description of his mistress, Shakespeare's rhyming couplet comes as a surprise. He says his mistress is 'rare' and that other women cannot be compared to her. His mistress is real and not the product of fantasy. Her outer qualities are not what attract him.

Though it takes him the whole sonnet to make his point, Shakespeare is very successful in expressing his love for his mistress. He sets up the reader to be critical towards this woman, then convincingly states his love for her.

Conclusion stating 'to what extent' Shakespeare has been successful in expressing his love

Exercise 15

15.1 Yes, the mines do not only benefit their owners as many people earn money by working on the mines.

OR

Yes, the mines are commonly understood to include the land containing the resources, and this is owned by the state and only leased to the companies (since 2002).

15.2 Yes, while nationalisation would mean that the people of the country owned the mines, they would not benefit from these mines if they were mismanaged or if corruption meant that the profits never reached the common people.

15.3 No, it would need another premise, namely that the mines should benefit all South Africans. As it stands it is built on this assumption, which is not mentioned.

Exercise 16

16.1 The narrator's father finds that his mental stability is challenged. ✓

16.2 This is to show how seriously his father approached the task. ✓

16.3 The present tense ✓ is used, to make it seem like the events are happening now. ✓

16.4 Many people had come to listen to him, ✓ which is indicated by the term 'a swathe of'. ✓ They thought that he would deliver a good speech, ✓ which is indicated by the term 'expectant'. ✓

16.5 He is trying to establish his expertise in the field that he will talk about, ✓ because he wants the audience to know that his ideas are founded on knowledge and experience ✓ so that the audience will take them seriously. ✓

16.6 He thinks it is a wonderful language. ✓

16.7 It is not a vehicle that allows for great understanding or expression. ✓

16.8 If a Zulu person were to learn English and not realise the importance of 'please', he/she might not use this word ✓ and this might be construed as rudeness. ✓

16.9 Language ✓ is being compared to a sea ✓ in order to show how large / fascinating ✓ it is.

16.10 The Zulu were initially just a sub-clan ✓ but fought for their existence and extended their kingdom far and wide in southern Africa and beyond. ✓

16.11 White people should learn the languages of Black South Africans ✓ to better understand them. ✓

16.12 Prejudice and misunderstandings ✓ lead to bad choices being made. ✓

16.13 The tone of the speech is polite / firm in its convictions. ✓
(Any acceptable answer)

16.14 The structure starts with the speaker introducing himself and giving his credentials ✓, moves to the reasons that he personally enjoys the culture and language of other South Africans ✓, and ends on a plea for a change in attitudes towards the indigenous cultures. ✓

16.15 (Any well-justified answer) ✓✓

Exercise 17

17.1 The language that you learnt at home. ✓

17.2 (a) They are laid out like the question and answer ✓ of a quiz game. ✓

(b) It encourages you to answer the question. It forces you to engage with his topic. ✓

17.3 It is used internationally / widely ✓ and it is a rich language. ✓

17.4 He is conscious that it might not remain the international language. ✓

17.5 (a) It means to play a less important role. ✓

(b) He is allowing for it to play an important role, but still not the most important role. ✓

17.6 The answer to this question might not be obvious to all readers. ✓

17.7 He says that he is a 'former English teacher'. ✓

17.8 Their ideas are not based on facts. ✓

17.9 The other English teachers think that if students speak two or more languages, some languages will interfere with mastery of others. ✓ However, the writer does not think so and thinks instead that these students will be sensitive to language issues. ✓

17.10 (a) about ✓

(b) many ✓

17.11 It will be easier for a multilingual student to see how his/her thoughts are influenced by the language he/she is thinking in. ✓ (Any sensible answer)

17.12 I think that it is the universities that are not equipped to educate people in most of the official languages ✓, because they do not have lecturers and journals in these languages. ✓ (Any sensible answer)

17.13 He is very negative about this idea. ✓

17.14 The government might have wanted to speed up the acquisition of English ✓, and it might not have had funds to support many languages in education. ✓

17.15 We define ourselves ✓ in terms of the language we speak. ✓

DESCRIPTIVE ESSAY

(300 – 350 words)

Descriptive essays are based on places or people. Often the topic is based on a photograph. Your aim as a writer is to make the reader experience the topic vividly.

To create a **descriptive essay** that works really well, you don't need to be overly descriptive or include too many adjectives. You do need to do the following:

- Choose your words carefully. Make each word work for you by including ones that are exact and specific. For example, was someone's laughter a 'chortle', 'roar', 'tinkle' or 'guffaw'?
- Include images that appeal to the senses of sight, touch, sound, taste and smell. For example, make it clear how you know if someone close to you is eating a chocolate: the scrunch of the wrapper and the sweet scent drifting past.
- Show; don't tell. For example, instead of writing 'It was very cold outside and Janet tried to get warm', write 'The leafless trees stood like cold steel. Janet pulled her coat tightly towards her body.'
- Use appropriate figures of speech. For example, instead of saying 'His swollen finger was red and smooth', write 'His finger was like a ripe plum.'
- Vary your sentence lengths: startling sights and sounds can be described in short sentences; relaxing sights can be described in long flowing sentences.

Other essay types can also be improved by using some descriptive writing to create atmosphere.



An example of a descriptive essay is given below. It includes descriptions of people and places.

UNEXPECTED BEAUTY

It seemed as though the road would wind on forever. At least half an hour earlier Jake's car had left the throbbing highway where cars and trucks competed for space, roaring frantically towards their destinations. Since then, he had not seen another vehicle. On his left was a fearful wall of a cliff. A mass of rocks was on his right.

The writer begins near the end of Jake's journey. It is not necessary to write about why Jake is making this trip; how he left home in the morning; loaded the car, etc. Focus is important.

Eventually he bumped his way onto a driveway of sorts and pulled up in front of the most peculiar dwelling place he had ever seen. It was not quite a house; neither was it a tent. Logs of wood had been piled upon one another to form walls. Stretched tightly across these make-shift walls was a thick piece of moss-coloured canvas, bleached by the powerful sun.

'When I booked "Surprise Cottage" I didn't expect it to be this much of a surprise! I wonder where Ginger is. He said he'd be here when I arrived', muttered Jake to himself.

As if in answer to Jake's wondering, a man with hair so red and skin so pink he could only be Ginger appeared from the back of the house. His shrunken frame was clad in a violent orange shirt which shouted at his hair and complexion. A giant pair of flip-flops protected Ginger's feet from the baking earth as he plodded towards Jake.

'Welcome to "Surprise Cottage," ' said Ginger. 'Don't be put off by my little palace: come and see.' He led Jake round to the other side of the house.

Jake gasped.

He gazed upon a sky streaked with blue of every shade. Beneath it like a sheet of pure silver lay the sea, stretching onwards to a distant horizon. He could hear the rhythmic breathing of the waves as they rolled onto the shore and the call of gulls as they dipped and swooped.

Jake breathed deeply, welcoming the salt sea air deep into his lungs.

(320 words)

By using the verb 'bumped' rather than 'made' we get information about the quality of the road as well as Jake's actions.

The writer suggests facts without stating them. We aren't told 'It was very hot'. Instead the phrases 'bleached by the powerful sun' and 'baking earth' suggest that it is very hot and form a more effective method of description.

The direct speech quickly shows us what mood Jake is in.

The short paragraph is for dramatic effect. The writer helps to conjure up the sense of surprise that Jake feels, and how he is lost for words. The reader knows that something significant is taking place and expects a change in the next paragraph.

The longer sentences in this paragraph help to change the mood from surprise to wonder. They give a sense of the enormous view that Jake is looking at.

Jake's action works as a symbol for his new state of mind.

Although this is a piece of descriptive writing, it is held together by a simple story. We meet Jake driving near a cliff; we see the cottage; we meet Ginger; we see the view. However, emphasis is put on colour, shape and texture, not on plot.

3 For example, look at the following picture of a signpost.

You could use this picture in a variety of ways:

- A **narrative essay** could be about a journey you, or someone else, has made. Perhaps it was unclear where to go. Perhaps you arrived, or did not arrive at your destination.
- A **descriptive essay** could describe the stages of your journey. What was your destination? What did you see and experience?
- An **argumentative** or **discursive** essay may consider how life is about making choices and following paths that are productive. Following the wrong paths leads to difficulties and unhappiness.
- A **reflective** essay may involve looking back at choices that you have made in the past, or are facing now.



Source : Karora

Look at the following picture of a beautiful outdoor setting.



Source : Cazo3788

You could use this picture in a variety of ways:

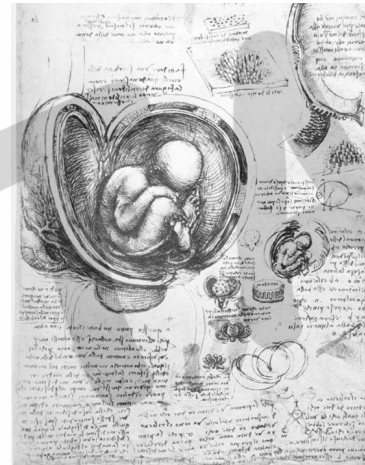
- A **narrative** essay could be about an adventure or holiday that took place away from the city in surroundings like these.
- A **descriptive** essay could describe this place. How would a person feel in surroundings like these?
- An **argumentative** or **discursive** essay may consider how natural beauty is being destroyed by man.
- A **reflective** essay may involve the writer looking out over this scene, thinking about his/her own life.

Try This!

Exercise 11

Choose one of the visuals below and think of a way in which it can be used as a springboard for each of the following kinds of essays.

- 11.1 A narrative essay
- 11.2 A descriptive essay
- 11.3 An argumentative essay
- 11.4 A discursive essay
- 11.5 A reflective essay



Source : Leonardo da Vinci



Source : Alan Light



Source : Wazzle

LETTER OF APPLICATION

(180 – 200 words for the body of the letter)

When you apply for a job you normally need to write a **letter of application**. When a letter of application is accompanied by a *curriculum vitae* (see page 72) then it is often called a **covering letter**.

Letters of application could also be required when you are applying for study opportunities, scholarships or bursaries.

Below is an example of a letter of application for a job.

20 Peppercorn Road
Bayside
Cape Town
2020
20 November 2012

The Personnel Officer
Fashion for You
P.O. Box 555
Bayside
Cape Town
2041

Dear Sir/Madam

Application for Position of Shop Assistant

I am responding to the advertisement in the *Bayside Bugle* on Monday 18 November for a part-time position as a shop assistant at Fashion for You. I am particularly interested in working at the Bayside branch of Fashion for You.

I am a seventeen-year-old Grade 11 learner. I would like to be employed during the December holidays and thereafter during weekends and public holidays. I would also be available to assist occasionally on afternoons during the week, if there were a need for this. I live in Bayside, so transport will not be a problem.

I dress fashionably and am well-spoken and enjoy meeting people. I am responsible, honest and hard-working. I am also good at mathematics and learn new skills quickly.

The sender's address

Date

Title and address of recipient

Salutation – if you know the person who is in charge, you may write that person's name.

Open lines

Subject line, underlined

Introductory paragraph stating the purpose of this letter

Open line between each paragraph

One or more paragraphs giving further information relevant to this application

On completion of my schooling, I hope to study fashion design and would very much appreciate the opportunity to gain experience by working in your Bayside store. If I am fortunate enough to be invited for an interview at Fashion for You, I can be contacted at the above address, or on the following cell phone number : 073 444 3777.

Yours faithfully

Amanda Carstens

Ms A. Carstens

Concluding paragraph, which includes contact details

Use a polite, confident tone.

Do not beg for a job; do not say how wonderful you are!

Valediction with signature and printed name (capital 'Y' but a small 'f' in Yours faithfully)



If your application letter is going to act as a covering letter for a curriculum vitae (CV) then mention that your CV is attached: 'Please find my CV attached.'

Try This!

Exercise 13

Write a letter of application in response to one of the following topics.

- 13.1 A tour group from your school is going on a cultural tour overseas. You are very interested in art, dancing, theatre and music and hope to study the arts when you leave school. There are only a few places available for the tour and you are very keen to be selected for it. Write a letter to the principal of your school requesting that you be considered for a place on the tour. Your letter should be addressed to: The Principal, Eagle Heights High School, P.O. Box 744, Pretoria, 4444.
- 13.2 You would like to assist at a charitable organisation that cares for either babies or abandoned animals during the school holidays. You are willing to work for free because you care about the organisation's work and you would like experience for your future studies. Write a letter to the manager of the charity of your choice. You must make up a suitable name for the organisation, as well as an address.

Try This!

Exercise 11

Correct the concord in the following sentences.

- 11.1 The herd of buffalo were seen at the river.
- 11.2 Each of the boys were rewarded.
- 11.3 I am sure that either Sipho or George were at the meeting.
- 11.4 Jessica, as well as Paula, are looking for holiday jobs.
- 11.5 If the room is not tidied, the whole class are going to be punished.

Active and passive voice

The **active voice** is used when the subject of the sentence carries out the action.

For example:

- He broke a window.
- The teacher will punish the class.
- The choir sings a hymn.

The **passive voice** is used when something is done to the subject.

For example:

- That window was broken by the girl.
- The class will be punished by the teacher.
- A hymn was sung by the choir.

To change a sentence from the active voice to the passive voice you will need to determine what the subject, verb and object in a sentence are. Then move the object so that it becomes the subject of the new sentence.

CHANGING PRESENT-TENSE SENTENCES FROM ACTIVE TO PASSIVE

	ACTIVE VOICE			▶	PASSIVE VOICE		
	Subject	Verb	Object		Subject	Verb	Object
Sentences in the present simple tense	The policeman	arrests	the thief.	▶	The thief	is arrested	by the policeman.
Sentences in the present progressive tense	The policeman	is arresting	the thief.	▶	The thief	is being arrested	by the policeman.
Sentences in the present perfect tense	The policeman	has arrested	the thief.	▶	The thief	has been arrested	by the policeman.

CHANGING PAST-TENSE SENTENCES FROM ACTIVE TO PASSIVE

	ACTIVE VOICE			▶	PASSIVE VOICE		
	Subject	Verb	Object		Subject	Verb	Object
Sentences in the past simple tense	The policeman	arrested	the thief.	▶	The thief	was arrested	by the policeman.
Sentences in the past progressive tense	The policeman	was arresting	the thief.	▶	The thief	was being arrested	by the policeman.
Sentences in the past perfect tense	The policeman	had arrested	the thief.	▶	The thief	had been arrested	by the policeman.

Modal verbs can also be used in sentences written in the passive voice, as shown below.

EXAMPLES OF HOW SENTENCES WITH MODAL VERBS CAN BE CHANGED FROM ACTIVE TO PASSIVE

Modal verb	ACTIVE VOICE			▶	PASSIVE VOICE		
	Subject	Verb	Object		Subject	Verb	Object
can	The policeman	can arrest	the thief.	▶	The thief	can be arrested	by the policeman.
could	The policeman	could arrest	the thief.	▶	The thief	could be arrested	by the policeman.
may	The policeman	may arrest	the thief.	▶	The thief	may be arrested	by the policeman.
might	The policeman	might arrest	the thief.	▶	The thief	might be arrested	by the policeman.
should	The policeman	should arrest	the thief.	▶	The thief	should be arrested	by the policeman.
ought to	The policeman	ought to arrest	the thief.	▶	The thief	ought to be arrested	by the policeman.
must	The policeman	must arrest	the thief.	▶	The thief	must be arrested	by the policeman.

Sentences containing 'will' follow the same pattern when changed to the passive voice.

For example:

- That boy will consume the giant muffin. (active voice)
- The giant muffin will be consumed by that boy. (passive voice)

PHRASES, CLAUSES AND SENTENCES

A grammatically correct sentence must have a **subject** (a noun or a pronoun) and a **verb** (and some sentences need other pieces as well).

The term for a verb that has a subject is a **finite verb**.

PHRASES

A **phrase** is a group of words that does not contain a finite verb.

Noun phrases

A **noun phrase** is a group of words that does the work of a noun in a sentence.

For example:

- *The old bull* charged at the fence.
- *All of the Grade 10s* were given a day off school.

Adjectival phrases

An **adjectival phrase** is a group of words that does the work of an adjective in a sentence. In other words, it gives more detail about a noun.

For example:

- The girl *with the shining eyes* is in love.
- Jonathon, *smiling happily*, received the award.

Adverbial phrases

An **adverbial phrase** is a group of words that does the work of an adverb in a sentence.

Adverbial phrases of time explain when something took place.

For example:

- *Late yesterday afternoon*, a visitor arrived.

Adverbial phrases of manner explain how something took place.

For example:

- *Stepping carefully*, she walked down the aisle.

Adverbial phrases of place explain where something took place.

For example:

They laid out the meal *under a tree*.

Adverbial phrases of reason explain why something took place.

For example:

- *Feeling ill*, he asked to leave the classroom.

CLAUSES

A **clause** is a group of words that contains a finite verb.

A sentence made up of more than one clause has either:

- a main clause and one or more subordinate clauses, each one joined to the main clause by a subordinating conjunction
OR
- two main clauses, joined by a co-ordinating conjunction (or a semi-colon, as discussed on page 107).

For example:

- Although she was feeling ill (subordinate clause), Jennifer sang (main clause), because she had been practising for this event for months (subordinate clause).
- She wanted to faint (main clause), but she carried on singing (main clause).

A **main clause** expresses the main idea of a sentence. The main clause can form a sentence without the help of other clauses.

Subordinate clauses add more information to the idea conveyed by the main clause. Subordinate clauses can be noun clauses, adjectival clauses, adverbial clauses or relative clauses.

Noun clauses

A **noun clause** does the work of a noun in a sentence.

For example:

- *Everything I saw that holiday* left a strong impression on me.

Adjectival clauses

An **adjectival clause** does the work of an adjective in a sentence, and may start with 'who', 'whom', 'which' or 'what'.

For example:

- The thief *who climbed over the wall last night* has been caught.

Adverbial clauses

An **adverbial clause** does the work of an adverb in a sentence.

Adverbial clauses of time explain when something took place and may start with 'when'.

For example:

- *When I have finished my exams*, I shall celebrate.

Adverbial clauses of manner explain how something took place.

For example:

- *He clutched the rope tightly*, then made his way to the other side.

COMMONLY MISPELT WORDS

1	accept	25	crescent
2	accidentally	26	criticism
3	accommodation	27	deceive
4	acknowledge	28	definitely
5	actually	29	descendant
6	address	30	development
7	although	31	difference
8	ambitious	32	disappearance
9	angel	33	disappointed
10	angle	34	discipline
11	anxious	35	dissatisfied
12	appreciative	36	ecstatic
13	argumentative	37	embarrassed
14	average	38	environment
15	bachelor	39	exaggerate
16	balloon	40	except
17	biscuit	41	exciting
18	business	42	experience
19	centre	43	explanation
20	character	44	extremely
21	committee	45	favourite
22	conscious	46	fierce
23	correspondence	47	fulfil
24	courageous	48	government

49	grateful	75	quiet
50	harass	76	really
51	height	77	receive
52	humorous	78	recommendation
53	hypocrite	79	restaurant
54	illegible	80	rhythm
55	immediately	81	scientific
56	independent	82	separate
57	interrupt	83	suspicious
58	luxurious	84	technique
59	mining	85	temperature
60	mischievous	86	their
61	necessary	87	there
62	negotiate	88	thorough
63	noticeable	89	through
64	occurrence	90	tomorrow
65	ordinary	91	tongue
66	parliament	92	tradition
67	perseverance	93	tragedy
68	possession	94	twelfth
69	probably	95	unanimous
70	procedure	96	until
71	professional	97	violin
72	pronunciation	98	weird
73	questionnaire	99	woollen
74	queue	100	yacht

EXAM PAPERS AND MEMOS

FIRST PRACTICE END-OF-YEAR EXAM PAPER

ENGLISH HOME LANGUAGE GRADE 10 EXAM PAPER 1: LANGUAGE IN CONTEXT

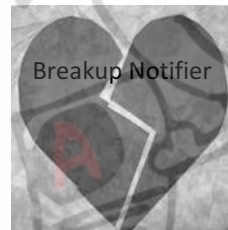
2 hours

Section A: Comprehension

QUESTION 1

Read 'Signalling your Single Status on Facebook' and answer the questions that follow it.

SIGNALLING YOUR SINGLE STATUS ON FACEBOOK



1. Friending might be the popular nomenclature on Facebook but sometimes users have something more in mind when they take a spin through other people's photos or scroll their walls.
2. Searching for romance may have become a little easier with a new application for the social website. The Breakup Notifier delivers an email straight to your inbox when a 'friend' changes his/her relationship status to 'single'.
3. In its first week, more than 3 million people signed up for the application, putting a spotlight on just how rampant relationship check-ups are.
4. 'It's an unspoken way people use Facebook. It's a glorified dating site', says Dan Loewenherz, who developed the Breakup Notifier. He says he developed the Breakup Notifier as a way to help would-be lovers find out when their secret crushes are free to date again.

5. But it also raises the question: when is too much information too much? Few secrets are sacrosanct on Facebook – even the most painful ones. And, increasingly, even information we don't want widely shared is up for grabs by application developers.
6. Loewenherz created the Breakup Notifier on a Saturday afternoon. He had listened to his fiancée and her mother plot a potential love match for a friend, only to discover on Facebook that the man in question was already in a relationship. He told them he would build an application so they could find out when the man was back on the market. A 24-year-old programmer in California, Loewenherz put the application out to a few friends and it instantly went viral. Within a day, 100 000 users had signed up. The application was suspended after it triggered an automated spam-blocker on Facebook.
7. Although Facebook chose not to comment on the situation, Loewenherz said that after some negotiation Facebook let him relaunch the programme. It is now being translated into Chinese, French, Portuguese and Hebrew.
8. Although some critics have accused him of helping stalkers, Loewenherz says that his program just makes it easier for users to do what they were already doing. He admits that the popularity of the Breakup Notifier has made some people more aware of how public their Facebook information is. He says that the founders of Facebook push the idea that there is no privacy anymore and that they use the term 'openness' as though it is a good thing. He calls his program tame in comparison to how much other information is available on Facebook.
9. Facebook has been dogged by privacy complaints for years, but it came under pressure when it let third-party applications access users' phone numbers and addresses if they clicked an 'Allow' button. Although Facebook disabled that feature after users complained, the company intends to pursue use of the Allow feature in the future.
10. 'You need to be careful what you put out there,' says Loewenherz.
11. Every good relationship needs to be examined every now and then. Perhaps it's time to think about your relationship with Facebook and its applications. You might start with your relationship status.

Source: Bell, M. 'Signalling your single status on Facebook'. In: *The Saturday Star*.