

English

First Additional Language

CLASS TEXT & STUDY GUIDE

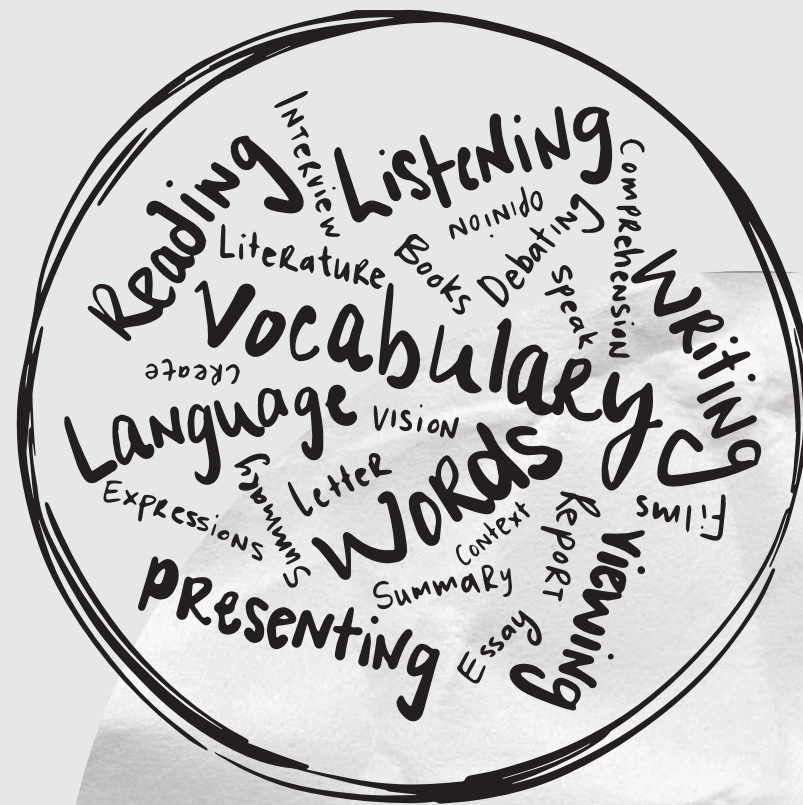
Michéle Coetzee, Lawrence Hoepner, Nadia Anhuizen,
Gail Simon & Beverley Coburn

GRADE

12

CAPS

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Grade 12 **English FAL** 3-in-1 CAPS

CLASS TEXT & STUDY GUIDE

This Grade 12 English First Additional Language 3-in-1 study guide offers a step-by-step walk through the four main FAL skills – Listening & Speaking; Reading & Viewing; Writing & Presenting; Language Structures & Conventions. This study aid is broken up into bite sized, unintimidating chunks, which you can work through at your own pace, watching your confidence grow.

Key Features:

- Step-by-step, methodical approach
- Comprehensive, memorable notes on each of the 4 skills
- Carefully selected exercises with answers on each of the skills
- Exam paper and memo
- Audio CD of listening activities

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**Michéle Coetzee, Lawrence Hoepner, Nadia Anhuizen,
Gail Simon & Beverley Coburn**

With contributions by Gail Wallace, Sue Jordaan, Linnell Holland
and Lindi Clarke

THIS CLASS TEXT & STUDY GUIDE INCLUDES

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

*Plus a **sample** Exam Paper 1 and Memo*

eBook
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2 DESCRIBING THE STYLE OF A TEXT

The **style** of a text is the particular way in which it is written. It will normally be linked to the text's purpose.

For example, the purpose of a newspaper report is to inform readers, so the style of newspaper reports tends to be clear, concise and objective. Other non-fiction texts also tend to follow a particular style that is considered the appropriate one for that kind of text.

Fictional stories and autobiographies come in a greater variety of styles, because the stories they tell are very varied. Some texts are descriptive, others are concise. Some are humorous, others are deeply serious.

Try This!

Exercise 5

Match the extract in Column A with the description of that writer's style from Column B.

Column A	Column B
<p>5.1 They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders.</p> <p>John Steinbeck, <i>Of Mice and Men</i></p>	<p>A His pointed style picks up on the subtle contrasts in society.</p>
<p>5.2 There were families everywhere, loose loud chains of them wandering down the streets, in and out of shops, young children with rings of ice-cream round their mouths and saddles of freckles across their noses.</p> <p>Niall Williams, <i>Four Letters of Love</i></p>	<p>B Her style is introspective and lyrical.</p>
<p>5.3 No one will blame you if you think Kristin Uys is dressed for a funeral. Not the black folks' kind of funerals where women give the dead a glorious send-off in the same Versaces, Sun Goddesses and Givenchys that are a staple at such horse racing events as the Durban July Handicap or the J&B Met. Not the joyful events where the living crack jokes about the dead, and get sloshed and dance to loud music at those marathon parties. But the sad and sombre affairs that pass for funerals in white communities.</p> <p>Zakes Mda, <i>Black Diamond</i></p>	<p>C His style is simple and stark, so that the characters appear clearly, like figures on a stage.</p>
<p>5.4 The give and take of life here allows me to blend. Even though I will always stand out as an <i>Akunha</i>, this is where I belong. I do not aspire to be able to transform myself into a lion like the old man at Naguema is said to do, or even to carry a jerry can of water on my head the way local women can, but I have come to know the feeling of being an extension of the red matope earth, and to find my own way sometimes though the mangroves...</p> <p>Lisa St Aubin de Teran, <i>Mozambique Mysteries</i></p>	<p>D His descriptive style is rich in metaphors that conjure up the mood of a community.</p>

COMPARING AND CONTRASTING

When we **compare** two things we look for similarities, and sometimes also differences, between these things.

When we **contrast** two things we look only for differences.

We can compare and contrast the two pairs of skates in the picture below using the words 'like', 'as' and 'than'.



Source: James Lee

The boot part of the roller skates looks **like** the boot part of the ice skates. But the roller skates are not **as** neat **as** the ice skates because they have wheels instead of blades underneath. The rubber stoppers at the front of the roller skates are also more bulky **than** the serrated edge on the blades of the ice skates, which ice skaters use for stopping.



We normally compare and contrast things that we feel belong to the same category. It is more difficult to compare and contrast things that we don't think of as being the same kind of thing.

When comparing and contrasting texts, we should think of them both as texts even if they are very different kinds of texts. Then we should consider both their content (such as their message, purpose and intended audience) and their form (their layout, register and style).




Try This!
Exercise 30

Read the following news article and answer the questions that follow.

Going out with South Africa's flashy young 'boasters'

By Hamilton Wende Soweto

- 1 Money gleaming. Crisp, new banknotes being counted in the sunlight on a Soweto street.
- 2 Two young teenagers wearing designer jeans, shimmering silk shirts, bright pink and blue shoes and white-straw, narrow-brimmed fedoras are passing a large wad of cash from one to the other.
- 3 "There's not enough," one says.
- 4 "We'll get more," his friend replies. They wander across the road to join a group of their friends who are all dressed in the same patchwork of colour and glitz.
- 5 An animated discussion breaks out and somehow – almost like the miracle of the loaves and the fishes – more and more money emerges from backpacks, handbags and the tight pockets of designer jeans.
- 6 Now, it seems, they have enough. The group, ranging in age from 12 to 15 at the oldest, wander over to a parked minibus-taxi.
- 7 Siphso, dressed in sky-blue, patent-leather shoes and a white fedora, negotiates with the driver.
- 8 He counts out nearly 7,000 rand in cash and 10 young people climb inside. They have rented the minibus for the afternoon and evening.
- 9 Later when I chat to Siphso, I discover that he is only 13 and is the ringleader of the group.
- 10 As the minibus draws into the Saturday afternoon traffic, the boys take off a shoe each, lining the dashboard with a colourful array of expensive, Italian-leather shoes.
- 11 There are only a few shops that stock these shoes and the silk shirts that the children buy. The shoes cost 3,000 rand a pair and the shirts 2,000 rand.
- 12 Adults in the cars around us look away as the minibus slowly navigates the traffic.

- 13 In township slang, these children are known as izikhotane (the boasters). In recent years, they have become a huge social phenomenon as they gather in their hundreds – even thousands – at parks dressed in their expensive outfits.
- 14 At these gatherings, loud music blares while the children dance and often ruin – or even destroy – their clothes and shoes, stripping them off and pouring custard on them and rubbing them into the ground to show off and pretend to be rich.
- 15 There is a growing outcry from many adults about this behaviour, but the popularity of the izikhotanes among young township teens is high. They even have a Facebook page with pictures of kids covered in money or destroying an expensive smartphone by holding it under a running tap.
- 16 They force their parents to tap into their savings or to go without essentials so that they can buy and destroy these luxuries.
- 17 But today Siphso and his friends are more intent on real life than on updating their cyber profiles.
- 18 The first stop is a nearby bottle store but there isn't enough stock of the sweet liqueur the children like so they pile back into the minibus and the traffic.
- 19 After a 15-minute drive, they arrive at a shopping mall with a larger bottle store. The kids mill about in the parking lot, shouting, laughing and showing off their lurid outfits. Many of the shirts still have the price tags attached, which the kids eagerly shove in each other's faces to compare costs, while crates of beer and liqueur are wheeled out of the store by the attendants.
- 20 Adults stare agog at what is happening.
- 21 One man stops to talk to me. He explains that, as a teenager, he grew up fighting apartheid in the streets. He was one of the students in the bloody protests in 1976 that have become a part of history known as the Soweto uprisings.
- 22 He shakes his head as he watches one of the kids unscrew a bottle of liqueur and start gulping it down.
- 23 "This isn't what we struggled for," he says and turns to open the door of his small, battered, hatchback car. He is still staring through the window at the kids as he drives away.
- 24 Amidst the noise and confusion, one of the children tries to explain what this all means, how it says something about adolescent identity and pride.
- 25 "You must dress like this," he says. "Even if you live in a shack."

Source: Abridged from: <http://www.bbc.com/news/magazine-21285262>.
Retrieved 12 May 2014.

Try This!

Exercise 42

Read through the following article and summarise the seven key tips on choosing a career. Use between 60 and 70 words, and number your points. Write the word count in brackets at the end of your summary.

Finding a career that is right for you

If you are already working, you will need to be prepared to give up your existing job in your drive to find something more appropriate. This doesn't mean resigning immediately, it just means getting ready to let go. If you aren't yet working, get ready to let go of your ample leisure time and daydreams.

Then write a bulleted list of your strengths, and try and be specific. You can ask friends and family to help you with this.

Also think carefully about what really drives you. Create a bulleted list of your main interests, without worrying about how good you are in these areas.

Find out which occupations match both your strengths and your interests, including those that would require you starting your own business. Where your strengths and interests overlap is a good direction to follow.

If there are many occupations that meet your strengths and interests, choose the one that will bring you the lifestyle that you would most enjoy. You need to be honest about what you want.

Develop your skills in order to prepare for your new career. Be prepared to take classes, or work as an intern so that you are not totally inexperienced in your new field. Consider the possibility of following a new career within your existing company by shifting jobs.

Ease slowly into a new career. This will give you time to make sure that you are on the right path.



IDENTIFYING AND ANALYSING FIGURES OF SPEECH



LITERAL LANGUAGE VERSUS FIGURATIVE LANGUAGE

The simplest way to define figurative language is to begin by stating what it is not. Figurative language is not literal language.

Literal language means exactly what it says. If we say 'The boy is high up on the roof', the word 'high' here means far off the ground, which is the literal meaning of the word.

But if we were to say 'The boy in the red shirt is high on ecstasy' the word 'high' would in this instance not mean far off the ground. Instead, this use of figurative language would mean that the drug ecstasy has made him feel extra happy.

So **figurative language** is non-literal language. The meaning of a word used figuratively differs from the literal meaning of that word.

Figurative language (also called figures of speech) can be hard to understand at times, but it is used in an attempt to make a text more vivid, emotive and interesting.



Source: Greudin

Figure skating is creative skating, just like figures of speech are creative ways of making language interesting.

Sound devices and rhetorical devices are usually grouped under figurative language:

- **Rhetorical devices** (such as rhetorical questions, hyperbole and understatement) are instances of language being used for extra impact.
- **Sound devices** (such as alliteration, rhyme and onomatopoeia) are instances where language is used to appeal to our sense of hearing.

EXAM FOCUS SIMILE

We normally compare things that are in the same category to show which one is bigger, faster, older, etc. However, a **simile** is a comparison between two things from different categories where the comparing words 'like', 'as' or 'than' are used.

The comparing words create a connection between the first thing and the second thing that are being compared, and one of the characteristics of the second thing is transferred to the first thing.

For example:

- His face was like a brick wall.
(His face is being compared to a brick wall to show that it was expressionless and did not invite conversation.)
- That day there was no wind, and the sea was as smooth as glass.
(The sea is being compared to glass to show how calm and flat it was.)
- She felt more bitter than a pot of black coffee.
(She is being compared to a pot of black coffee to show that she is in a resentful state of mind.)

To fully explain a simile you must say what is being compared *and* what is being shown through this comparison.

EXAM FOCUS METAPHOR

A **metaphor** is a comparison between two things from different categories where no comparing words are used. Like a simile, a metaphor is an attempt to make a connection between some aspect of the two things that are being compared.

For example:

- Jacob is a rat.
(Jacob is being compared to a rat to show that he is not to be trusted.)
- To start off with we sat on the lawn, but our bums were poked by the blades of grass.
(The leaves of grass are being compared to knife blades to show how sharp they are.)
- My manager shot down all my suggestions.
(The manager's response is being compared to the shooting of bullets to show how destructive it was.)
- My father punctured my good mood when he asked how much the trip would cost.
(The father's question is being compared to a sharp item such as a thorn, and the speaker's good mood is being compared to a tyre that is punctured by that thorn, in order to show what a negative effect the question had on the speaker's spirits.)

EXAM FOCUS PERSONIFICATION

Personification is a specific type of metaphor where a non-human thing is given human qualities.

When we use human characteristics to describe non-human things we are also personifying them.

For example:

- The shy moon hid behind the clouds.

The way the moon disappears behind the clouds is being compared to the way a shy human hides away in order to make the moon seem to be a conscious being with its own thoughts and behaviours.

- The sun smiled down on the fields.

The way the sun shines on the fields is being compared to the way a human smiles in order to make the sun seem friendly.



- O stars, do not look, for I am ashamed!

The stars are addressed as if they are humans in order to make the person's statement have more impact.

Try This!

Exercise 43

Identify which of the following extracts is a simile, which is a metaphor (but not personification), and which is an example of personification.

- 43.1 His baby cry
was of a cub
tearing the neck
of the lioness...

From 'The birth of Shaka' by Oswald Mtshali

- 43.2 Death be not proud, though some have called thee
Mighty and dreadful, for thou art not so...

From 'Holy Sonnets' by John Donne

- 43.3 He lifted his head from his drinking, as cattle do,
And looked at me vaguely, as drinking cattle do,
And flickered his two-forked tongue from his lips, and mused a moment,
And stooped and drank a little more...

From 'Snake' by D.H. Lawrence



BOOK REVIEW

(120 – 150 words)

A book review offers one reader's thoughts on a book that he/she has read. It gives some of the facts about the book, but is full of opinions as well.

A book review should cover certain points:

- the name of the book and the author
- information on the setting, theme, genre, characters, plot and style
- an assessment of how good the book is
- a suggestion about the type of readers who will like the book.

Below is an example of a book review.

Including an image of the cover is optional.

The title of the book and your overall opinion of it, separated from each other by a colon.

The first paragraph normally gives the title again, the name of the writer, the name of the main character, and says something about this main character and the plot. It also states whether the book is a novel, a set of short stories, non-fiction, etc.

Use the present tense, because the story is never over. It is always happening inside the book.

The second paragraph can give information about the setting and the style.

The third paragraph can give information about the theme, genre and message.

Your style should be thoughtful but concise.

The last paragraph normally gives your evaluation of the book, and suggests who will enjoy reading the book.

Reviews are normally semi-formal.

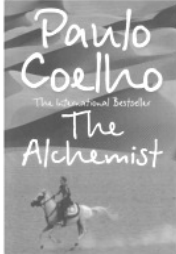
While reviews can be positive or negative, or a combination, it is a good idea to write about a book you like.

Paulo Coelho's novel *The Alchemist* is an inspiring story about a young Spanish man's search for treasure. The young man, Santiago, dreams that if he travels to the pyramids in Egypt he will find treasure, so he sets off on a journey there.

Set in a pre-modern time in Spain and North Africa, Coelho's story has a simple style with a lot of dialogue.

The main theme of the novel is the search for one's purpose in life. It is a coming-of-age novel with a strong message: to follow your dream and so become the person you are meant to be. A number of times Santiago has to overcome the temptation to give up his journey and settle for a life that does not reflect his dream.

This is an excellent and inspiring book that will appeal to adults (young and old) who are finding their own path in life.



Try This!

Exercise 6

Write a book review of the last book that you have read.

QUESTIONS TO ELICIT INFORMATION

(80 – 100 words)

When you do oral research, you need to prepare a list of questions to ask the people who you will be interviewing. The questions need to be polite, relevant and clear.

For example, if you are researching divorce, you could create the following list of questions to use in your interviews.

Questions to elicit information on the topic of divorce

- 1 When did you get divorced?
- 2 Did you choose to get divorced, or was it your spouse who decided the two of you should get divorced?
- 3 What were the reasons for the divorce?
- 4 Can you share your feelings regarding the experience?
- 5 How did you expect your life to change after the divorce?
- 6 Is this what happened?
- 7 Looking back, do you think that you made the right choice in getting divorced? Why?
- 8 Were you given any help during the process that made it easier?
- 9 How did you grow through the experience?
- 10 What advice would you give people considering divorce?

Formal register

Full sentences in question form

Avoid having many questions that require a 'yes' or 'no' answer. Try and get the interviewees to talk about how they feel so that you get more content.

It is a good idea for your last question to ask for advice on the issue.

Try This!

Exercise 7

Write out ten questions that you could use to research a topic of your choice in your community.



4 Singular and plural nouns

A noun can be written in its singular or plural form. The usual way to form the plural of a noun is by adding an 's' to the end of the singular form of the noun. For example, we refer to one 'thorn' but many 'thorns'. Plural nouns that are formed this way are called 'regular plurals'.

Sometimes regular plurals end in 'es' or 'ies'. For example, we refer to one 'box' but many 'boxes', and to one 'lady' but many 'ladies'.

Examples of nouns that have irregular plurals are given in the table below.

EXAMPLES OF NOUNS THAT HAVE IRREGULAR PLURAL FORMS	
Singular	Plural
leaf	leaves
foot	feet
man	men
woman	women
child	children
sheep	sheep
tomato	tomatoes
person	people / persons
mouse	mice
octopus	octopi / octopuses
medium	media
curriculum	curricula
crisis	crises
father-in-law	fathers-in-law

Other nouns that end in 'f' or 'fe' follow this pattern as well.



irregular plural form

regular plural form



Some nouns are always written in the plural form.

For example:

- scissors
- trousers



Remember: we talk about one 'pair of trousers' but many 'pairs of trousers'.

Try This!

Exercise 1

Using the table in the previous column as a guide, change the sentences below into their plural forms, where possible.

- 1.1 The child is well behaved.
- 1.2 The tomato is on the pizza.
- 1.3 The curriculum is inappropriate.
- 1.4 The sheep ate the leaf.



Nouns and countability

Nouns also show whether something is countable or uncountable. For example, one can count mice and leaves because they are **countable nouns**, but one cannot count electricity or advice.

When a word cannot be made into a plural, it is an **uncountable noun**. For example, we cannot say 'electricities' or 'advices'. This shows they are uncountable nouns.

'Water' and 'rice' are also uncountable nouns in their usual context.



Source: Matthew Bowden
www.digitallyrefreshing.com -
http://www.sxc.hu/photo/158242



Source: Vadakkan

An uncountable noun is used with a singular verb. For example,

- The water is clean.
- The rice is light and fluffy.

Try This!

Exercise 2

Rewrite the following sentences into their plural forms, where possible.

- 2.1 The mouse ate the rice.
- 2.2 Pour the juice into the cup.
- 2.3 Does the house have electricity and hot water?

Noun classifiers

Noun classifiers are words that allow us to refer to portions of something.

For example:

- a **bottle** of water
- a **bowl** of rice
- a **pot** of tea
- a **glass** of juice
- a **cup** of flour
- a **bar** of soap
- two **pieces** of advice
- three **loaves** of bread
- ten **units** of electricity



Source: Aaæ

A bottle of water

Noun classifiers are useful when you want to refer to amounts of uncountable nouns.

Collective nouns

Collective nouns indicate groups or collections of common nouns.

For example: a *herd* of elephants (The word 'herd' is the collective noun.)

Collective nouns are mostly used in a phrase with a common noun, but they can also stand on their own.

For example:

- The *herd* hurried towards the waterhole.

The following list contains some of the more frequently used collective nouns.

a troop of baboons	a band of gorillas	a pack of wolves	a pod of whales
a herd of cattle	a flock of birds	a pack of dogs	a pride of lions
a herd of elephants	a flock of ducks	a litter of puppies	a gaggle of geese
a herd of antelope	a flock of sheep	a shoal / school of fish	a swarm of locusts
a herd / crash of rhinos	an army of ants	a team of oxen	a swarm of bees

Try This!

Exercise 3

Insert the appropriate nouns into the phrases below.



Source: Steve Evans from Citizen of the World

3.1 a _____ of coffee



Source: Five Rings

3.2 a _____ of stew



Source: Carlos Estrada

3.3 a _____ of puppies

Try This!**Exercise 20**

Copy this table and fill in the twelve different forms of the regular verb 'smile'. Some of the forms have been started for you. Refer to the table on page 127 to help you.

When adding '-ed' drop the 'e' in 'smile' (to make 'smiled'), and when adding '-ing' also drop the 'e' (to make 'smiling').



PAST TENSE	PRESENT TENSE	FUTURE TENSE
Simple past	Simple present	Simple future
		will ...
Past perfect	Present perfect	Future perfect
	have / has ...	
Past progressive	Present progressive	Future progressive
	am / are / is ...	
Past perfect progressive	Present perfect progressive	Future perfect progressive
had been ...		



Source : Faisal Akram from Dhaka, Bangladesh

Irregular verbs

Irregular verbs do not always follow the standard pattern when changing tense. While they use the same auxiliary verbs, and form the present participle in the usual way, irregular verbs are written differently in some tenses.

The verb 'speak' is an example of an irregular verb. In the table below it has been added so that each of its forms is shown in comparison to the forms of the regular verb 'laugh'.

The grey areas of the table show which four of the twelve tenses have irregular forms for 'speak'.

PAST TENSE	PRESENT TENSE	FUTURE TENSE
Simple past	Simple present	Simple future
laughed	laugh	will laugh
spoke	speaks	will speak
Past perfect	Present perfect	Future perfect
had laughed	have / has laughed	will have laughed
had spoken	have / has spoken	will have spoken
Past progressive	Present progressive	Future progressive
was / were laughing	am / are / is laughing	will be laughing
was / were speaking	am / are / is speaking	will be speaking
Past perfect progressive	Present perfect progressive	Future perfect progressive
had been laughing	have been laughing	will have been laughing
had been speaking	have been speaking	will have been speaking

Try This!**Exercise 21**

- 21.1 Write a sentence that uses the simple past form of 'speak'.
- 21.2 Write a sentence that uses the past perfect form of 'speak'.
- 21.3 Write a sentence that uses the present perfect form of 'speak'.
- 21.4 Write a sentence that uses the future perfect form of 'speak'.

THE MOST IMPORTANT IRREGULAR VERBS

Base form	Simple past-tense form <i>e.g. Yesterday I ...</i>	Past participle <i>e.g. The previous day I had ...</i>
be	was	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
bear	bore	borne (carried) / born (started life – used in passive voice)
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
burst	burst	burst
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten

Base form	Simple past-tense form <i>e.g. Yesterday I ...</i>	Past participle <i>e.g. The previous day I had ...</i>
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got / gotten
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung (objects only)	hung (objects only)
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie down	lay down	lain down
light	lit	lit

4 Questions

Questions are sentences that request information, and they usually require a response from the listener.



Questions typically start with an interrogative determiner, an interrogative pronoun or an adverb, or a verb that has been placed in front of its subject. Questions end with a question mark.

For example:

- *Who* laughed? (a question starting with an interrogative pronoun)
- *Which* chocolates does Izzy like? (a question starting with an interrogative determiner)
- *When* are you leaving? (a question starting with an adverb)
- *Can* you swim well? (a question starting with a verb)

The following interrogative pronouns can be used to start questions:

- what
- which
- who
- whose
- whom.

The following interrogative determiners can be used with nouns to start questions:

- which
- whose
- what.

The following adverbs can be used to start questions:

- where
- when
- why
- how.

If you want to rewrite a statement as a question without using these pronouns, determiners or adverbs then you have to look carefully at the verb.

- 1 **If the verb is single verb and a form of the verb 'be'...**
put it at the beginning of the sentence, followed by the subject.

For example:

statement

question

- I am pregnant. → Am I pregnant?
- You are his daughter. → Are you his daughter?
- He is a good guard dog. → Is he a good guard dog?

- 2 **If the verb is a single word, and is not a form of 'be'...**
then add the appropriate form of the auxiliary verb 'do' in front of the verb and change the original verb into its base form.

Choose between the forms 'do', 'does' and 'did', using the one that matches the subject and the tense.



For example:

statement

question

- I got full marks. → Did I get full marks?
- You have a driving licence. → Do you have a driving licence?
- He laughs a lot. → Does he laugh a lot?

- 3 **If the verb is made up of a number of words...**
put the first auxiliary verb in front of the subject.

For example:

statement

question

- I am looking smart. → Am I looking smart?
- You have achieved so much. → Have you achieved so much?
- She can come with. → Can she come with?

When rewriting statements as questions, remember to only change the main clause, and then to add the question mark at the end of the sentence.

For example:

- *You went to the shop* because you needed to buy bread.
→ *Did you go to the shop* because you needed to buy bread?



Source : Abellman

Try This!**Exercise 54**

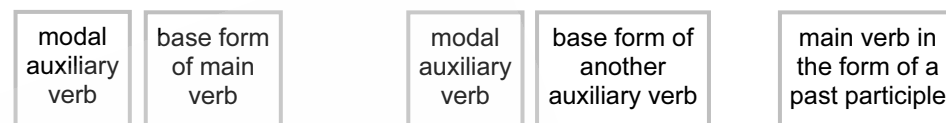
Rewrite the following sentences in the passive voice.

		ACTIVE VOICE	PASSIVE VOICE
54.1	Simple past tense	The leader inspired the soldiers. →	
54.2	Past perfect tense	The leader had inspired the soldiers. →	
54.3	Past progressive tense	The leader was inspiring the soldiers. →	
54.4	Simple past tense	He hid the money. →	
54.5	Past perfect tense	He had hidden the money. →	
54.6	Past progressive tense	He was hiding the money. →	

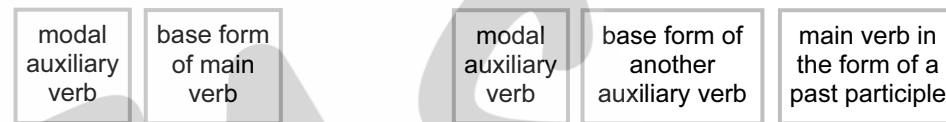
The passive voice in the future tense

The verb also changes when a sentence in the future tense changes from the active to the passive voice.

For example:



- I *will slice* the tart. → The tart *will be sliced* by me.



- I *will make* the pizza. → The pizza *will be made* by me.

Note: the tense of the sentence has not changed.



The following table gives examples of how future-tense active sentences are changed into future-tense passive sentences.

	ACTIVE VOICE	PASSIVE VOICE
Simple future tense	Many people <i>will admire</i> that artwork.	→ That artwork <i>will be admired</i> by many people.
Future perfect tense	Many people <i>will have admired</i> that artwork.	→ That artwork <i>will have been admired</i> by many people.
Future progressive tense	Many people <i>will be admiring</i> that artwork.	→ The artwork <i>will be being admired</i> by many people.
Simple future tense	He <i>will eat</i> the mushrooms.	→ The mushrooms <i>will be eaten</i> by him.
Future perfect tense	He <i>will have eaten</i> the mushrooms.	→ The mushrooms <i>will have been eaten</i> by him.
Future progressive tense	He <i>will have been eating</i> the mushrooms.	→ The mushrooms <i>will be being eaten</i> by him.

Instead of using 'will', we can also use the following passive construction in the future tense:

- Tomorrow the artwork is going to be admired by many people.
- Next month the mushrooms are going to be eaten by him.

QUESTION 5

Read the passage (Text F) below, which has some deliberate errors, and answer the set questions.

TEXT F:

CONCERT REVIEW: One Direction, Croke Park, Dublin

- The biggest-selling band in the world launched their biggest tour to date in Dublin's Croke Park Stadium, and treated the whole thing with the charm and energy of plucky amateurs. In fact, they looked like a gang of grungy kids.
- Harry Styles once said, 'I hate the word "famous" because it has no substance.' Perhaps that's why he dresses like he does. While he may be the pop world's most eligible bachelor, he looks like he's just _____ out of bed.
- But in other ways One Direction is actually very old fashioned, mostly untouched by hip hop, R&B or electro. The group performs sing-along pop anthems.
- And even the production is surprisingly low key. Most of the focus is on giant video screens that show nothing more elaborate than close-ups of the band members, which is really all that their fans wants to sea.

Source: Abridged from: <http://www.telegraph.co.uk/culture/music/live-music-reviews/10852781/One-Direction-Croke-Park-Dublin-review.html>. Retrieved 4 July 2014.

- Refer to the following sentence from paragraph 1. 'The biggest-selling band in the world launched their biggest tour to date in Dublin's Croke Park Stadium, and treated the whole thing with the charm and **energy** of plucky amateurs.'
 - Choose the most appropriate option to complete the following sentence. Which of the following words has the same meaning as 'energy' as it is used in that sentence?

A zigzag	B zephyr
C zest	D zaniness
 - Give a word that means the opposite of the word 'amateurs'.
- Refer to paragraph 2.
 - What word or phrase is 'pop' an abbreviation of?
 - Complete the expression 'looks like he's just _____ out of bed' by writing down just the missing word.

- Is this review written in a formal or an informal register? How do you know?
 - Rewrite the following sentence in indirect speech. Harry Styles once said, 'I hate the word "famous" because it has no substance.'
- Refer to paragraph 3.
 - Write out the following sentence in the past tense. One Direction has some smart songs, but they are actually very old fashioned, mostly untouched by hip hop, R&B or electro.
 - Write the following sentence in the passive voice. The group performs sing-along pop anthems.
- Refer to paragraph 4.
 - There is one spelling error in paragraph 4. Write down the correct word that should have been used.
 - There is one grammatical error in paragraph 4. Write down the form of the word that should have been used.

Read the passage (Text G) below, and answer the set questions.

TEXT G:

- What phrase does the abbreviation 'cv' (usually abbreviated as 'CV') stand for?
- How do you know that both advertised positions are junior positions?
- Rewrite the command '#applynow' using standard punctuation.
- Use one word to describe the personal quality that the company is looking for when they say that they want someone who drives to work thinking 'TODAY I will be AMAZING'.
- Write out the contraction 'we'll' in full.

- Write out the contraction 'we'll' in full.

SECTION C : 40
TOTAL : 80