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A SURVIVAL GUIDE TO ENGLISH

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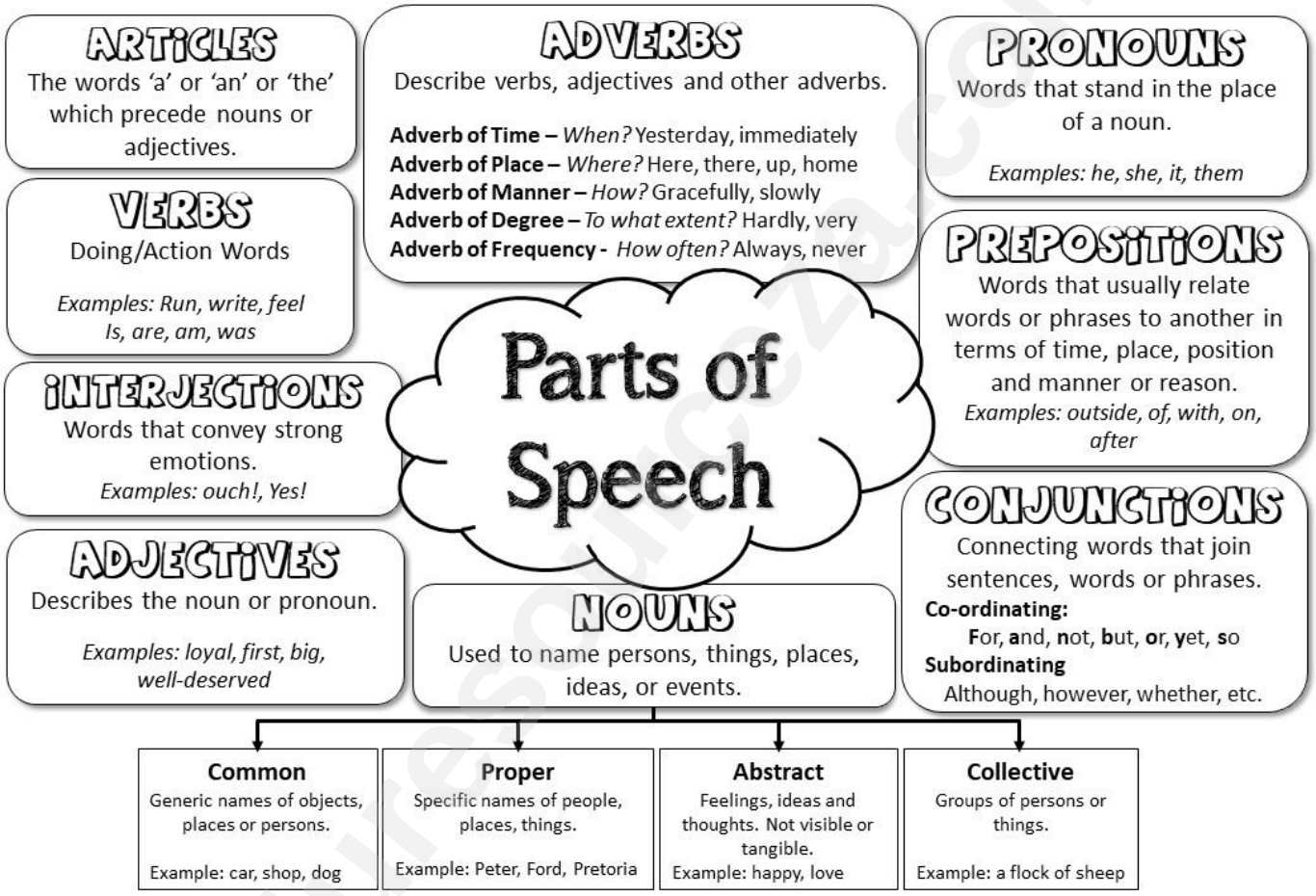
1. Parts of Speech

Parts of speech are groups of words that obey certain rules about how they can be used in a sentence.

8 PARTS OF SPEECH:

- Nouns
- Verbs
- Pronouns
- Adverbs
- Adjectives
- Prepositions
- Determines
- Conjunctions



COMPOUND NOUNS

Compound nouns are made up out of two words, such as 'haircut', 'toothpaste' and Christmas tree.

GERUNDS

A gerund is a noun that has been made from a verb ending with 'ing'.
Example: I want to get into <u>marketing</u>.

NOUNS & SIZE

Diminutive form – indicates smallness. Example: a small drop is a droplet.
Augmentative form – indicates great size or importance. Example: supermarket, grandfather, megastar.

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COLLECTIVE NOUNS

An **academy** of performers/students
An **anthology** of poems
An **aquarium**/catch/shoal/school of fish
An **archipelago** of islands
An **arrangement**/**bunch**/**bouquet**/**vase** of flowers
An **array**/**rainbow** of colours
An **audience** of spectators
An **aviary** of birds
A **bale** of wool
A **band** of musicians/pilgrims
A **batch** of bread
A **bench** of judges/magistrates/bishops
A **bevy** of beauties/girls
A **block** of flats
A **board** of directors
A **brood**/**hatch** of chickens
A **bunch** of bananas/grapes/keys
A **bundle** of rags/sticks/washing
A **hunting** of flags
A **canteen** of cutlery
A **cast** of hawks
A **chest** of drawers/treasure
A **choir** of singers/choristers
A **circle** of friends
A **claque** of hired applauders
A **class**/**school** of pupils
A **clowder** of cats
A **clump**/**orchard**/**forest**/**plantation** of trees
A **cluster** of diamonds/clouds
A **clutch**/**nest** of eggs
A **cloud** of smoke
A **collection** of pictures/antiques/stamp/coins
A **company**/**cast** of actors
A **congregation** of worshippers
A **constellation** of stars
A **convey** of cars/trucks
A **covey** of partridges
A **crew** of sailors
A **dormitory** of beds
An **embassy** of diplomats
An **empire** of kings and queens
A **family** of relatives
A **field** of crops/harvesters
A **flight**/**squadron**/**hangar** of aeroplanes
A **flight** of stairs
A **flock** of birds/sheep
A **fleet** of ships/cars/taxis
A **gam**/**pod**/**school** of whales
A **gaggle** of geese
A **gang** of thieves
A **gathering** of friends
A **group** of islands/companies
A **haggle** of vendors
A **hamlet** of houses in a village
A **herbarium** of plants
A **herd** of cattle/elephants
A **hive**/swarm of bees
A **hoard** of gold/treasure
A **horde** of savages
A **host** of angels
A **kindle**/**litter** of kittens
A **leap** of leopards
A **litter** of kittens/puppies/cubs
A **mall** of shops
A **menagerie** of animals
A **mint** of money
A **mob** of kangaroos
A **monastery** of monks
A **muster** of peacocks
A **nest** of eggs/birds
A **nunnery**/**convent** of nuns
An **orchestra** of musicians
A **paddling** of ducks
A **pack** of cards/wolves
A **patch** of vegetables
A **plague** of diseases/locusts
A **pocket** of oranges/potatoes
A **posse** of policemen
A **pride** of lions/peacocks
A **punnet** of strawberries
A **queue** of people/voters
A **quire**/**ream** of paper
A **range** of mountains
A **regiment**/army/troop/battalion of soldiers
A **rookery** of rooks/seals
A **school** of whales/dolphins
A **series** of events
A **set** of tools/china/glasses/rules
A **shock** of hair
A **shush** of librarians
A **stack** /truss/bale of hay
A **staff** of teachers/workers
A **string**/**rope** of pearls/beads
A **suit** of clothes/armour
A **suite** of furniture/rooms
A **swarm** of locusts/flies
A **troop** of monkeys/lions/soldiers
A **troupe** of actors/performers/dancers
A **university** of students
A **whoop** of gorillas

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PRONOUNS

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Personal Pronouns

Personal pronouns can act as the subject or object of the sentence.

I, me, you, he, she, it, we, us , they, them.

Possessive Pronouns

Possessive pronouns stand in the place of a possessive determiner and a noun.
The pen is my pen. -> The pen is mine.

Yours, his, hers, its, ours, theirs

Reflexive Pronouns

When the subject and the object of a clause refer to the same thing then we use a reflexive pronoun as the object.

I am proud of myself. She did it herself.

Demonstrative Pronouns

Pronouns that direct someone's attention at something.

This, those, that, these

Pronouns

Interrogative Pronouns

We often use interrogative pronouns when asking questions.

What, which, who, whom ,whose
What have you got in your hands?

Negative Pronouns

Show that something does not exist or did not happen.

Nothing, none, nobody, no-one

Relative Pronouns

Relative pronouns relative relative subordinate clauses to the main clauses in a sentence.

Who – used for people
Which – used for objects
That – used for objects/people
Where – used for places
Whose – used in the place of a possessive pronoun

Pronoun Chart

	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st person	I	me	my	mine	myself
2nd person	you	you	your	yours	yourself
3rd person (male)	he	him	his	his	himself
3rd person (female)	she	her	her	hers	herself
3rd person	it	it	its	(not used)	itself
1st person (plural)	we	us	our	ours	ourselves
2nd person (plural)	you	you	your	yours	yourselves
3rd person (plural)	they	them	their	theirs	themselves

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ADJECTIVES

A simple descriptive adjective that refers to just one thing is in its **positive form**.

An adjective that compares two things is in its **comparative form**.

An adjective that compares three or more things is in its **superlative form.**

Example:

Positive	Comparative	Superlative
Big	bigger	Biggest
happy	happier	Happiest
nervous	More nervous	Most nervous
good	Better	Best
far	Farther / further	Farthest / furthest

VERBS

- ✓ Verbs describe **actions** or indicate **situations**.
- ✓ Verbs can indicate the **tense** of a sentence.

- **Finite Verbs** - Verbs that indicate the past, present or future tense.

  By looking at a finite verb we can tell if the action takes place in the past, present or future tense.

  Example: He **laughs**. They **laugh**. I **will** laugh.

- **Non-finite verbs** – Verbs that do not belong in a particular tense and they do not change form to match a subject.

  Example: running, laugh

- **Auxiliary verbs** – The verbs that come in front of the main verb in a multi-word verb. They indicate whether the verb is in the past, present or future tense.

  Example: I **am** laughing.

- **Regular verbs –** Follow a standard pattern when changing tense.

- **Irregular verbs** – Do not always follow the standard pattern when changing tense.

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Irregular verbs

Infinitive	Past	Past participle
be	was/were	been/gone
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
break	broke	broken
bring	brought	brought
build	built	built
burn	burned	burned
buy	bought	bought
can	could	(been able)
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed	dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone/been
grow	grew	grown
hang	hung/hanged	hung/hanged
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learned	learned
leave	left	left
lend	lent	lent

Infinitive	Past	Past participle
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
must	had to	(had to)
oversleep	overslept	overslept
pay	paid	paid
put	put	put
read	read /rɛd/	read /rɛd/
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set off	set off	set off
shake	shook	shaken
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled	smelled
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
sting	stung	stung
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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CONCORD

The word '**concord'** means 'agreement'…the agreement between the SUBJECT and the VERB.

A **singular subject** takes a **singular verb**. A **plural subject** requires a **plural verb**.

SPECIAL RULES OF AGREEMENT

1. When the subject is made up of two or more nouns connected by 'AND', use a plural verb.
   EXAMPLE: Susy AND her friends are…

2. When the subject is made up of two or more singular nouns connect by 'OR', use singular verb.
   EXAMPLE: The television OR the radio is…

3. When the subject is made up of singular and plural nouns connected by 'OR', the verb should agree with the noun closest to it.
   EXAMPLE: The president or his assistants run… | The assistants or the president runs…

4. **Don't be misled by phrases that come between the subject and the verb**

- **one** of the boxes **is**
- **the people** who read that report **are**
- **the team leader**, as well as his developers, **is**
- **the manual**, including all the chapters in the first section, **is**
- **the woman** with all the answers **sits**

5. **The following words always require a singular verb**

- each, each one
- either, neither
- everyone, anyone, someone, no one
- everybody, anybody, nobody
- civics, mathematics, news

6. **Collective nouns are usually considered a single unit**

- group
- team
- committee
- class
- family

7. **Always plural**

Nouns like the following are always plural (because they are made of two parts):

- scissors
- tweezers
- trousers
- pants
- shears

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12 Tense Cheat Sheet

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SIMPLE PRESENT TENSE

Used for:
- Facts
- Habitual Actions
- Things that don't change
- Thoughts/feelings

Adverbs of frequency like:
- Usually
- Often
- Never
- Sometimes

Subject + Verb(s) + Object:

- I/we/you/they + like + cake.
- He/she/it + likes + cake.

Subject + don't/doesn't + Verb(s) + Object:
- I/we/you/they + don't like + cake.
- He/she/it + doesn't like + cake.

Do/does + Subject + Verb + Object?:
- Do I/we/you/they like + cake?
- Does he/she/it like + cake?

PRESENT CONTINUOUS

Used for:
- Things happening NOW
- Temporary actions
- Things that will change
- Describing a current action

Adverbs of frequency:
- At the moment
- Right now
- Currently

Subject + am/is/are +Verb(ing)+ Object:

- I + am reading + a book.
- He/she/it + is reading + a book.
- You/we/they + are reading + a book.

Subject + isn't/aren't/am not + Verb(ing) + Object:
- I + am not reading + a book.
- He/she/it + is not reading + a book.
- You/we/they + are not reading + a book.

Am/is/are + Subject + Verb(ing) + Object?:
- Am + I reading + a book?
- Is + he/she/it reading + a book?
- Are + you/we/they + reading + a book?

PRESENT PERFECT

Used for:
- Something happened and is not important.
- Unfinished time periods
- Achievements/experiences

Ever/Never

Subject + have/has + 3rd form verb + Object:
- I/You/We/They + have seen + this movie.
- He/she/it + has seen + this movie.

Subject + have not/has not + 3rd form verb + Object:
- I/You/We/They + have not seen + this movie.
- He/she/it + has not seen + this movie.

Has/Have + Subject + 3rd form verb + Object?:
- Have + I/we/you/they seen + this movie?
- Has + he/she/it seen + this movie?

PRESENT PERFECT CONTINUOUS

Used for:
- Action that continuous over a period of time till now.
- Activities that recently stopped.
- To talk about repeated actions.

Since/For

Subject + have/has + been + present participle+ Object:
- I/You/We/They + have been + waiting + for 2 hours.
- He/she/it + has been + waiting + for 2 hours.

Subject + haven't/hasn't been + present participle + Object:
- I/You/We/They + have not been + waiting + for 2 hours.
- He/she/it + has not been + waiting + for 2 hours.

Has/Have + Subject + been + present participle + Object?:
- Have + I/we/you/they been waiting + for 2 hours?
- Has + he/she/it been waiting + for 2 hours?

SIMPLE PAST TENSE

Used for:
- Talk about past events & actions

Adverbs:
- Yesterday
- Last week
- Three days ago

Subject + (was/were) + Verb(ed) + Object:
- I/we/you/they/he/she/it + saw + a movie.
- I/he/she + was surprised + to see you.
- We/they + were surprised + to see you.

Subject + didn't/wasn't/weren't + Verb(ed) + Object:
- I/we/you/they/he/she/it + didn't see + a movie.
- I/he/she + wasn't surprised + to see you.
- We/they + weren't surprised + to see you.

Did + Subject + Verb + Object?:
- Did I/we/you/they/he/she/it see + the movie?
- Was he/she/it/I surprised to see you?
- Were they/we surprised to see you?

PAST CONTINUOUS

Used for:
- An action in the middle of happening at a certain time in the past. The action or situation had already started before this time, but hadn't finished.

Subject + was/were +Verb(ing)+ Object:

- I/he/she/it + was eating + breakfast at 8am.
- You/we/they + were eating + breakfast at 8am.

Subject + wasn't/weren't + Verb(ing) + Object:
- I/he/she/it + was not eating + breakfast at 8am.
- You/we/they + were not eating + breakfast at 8am.

Was/Were + Subject + Verb(ing) + Object?:
- Was + I/she/he/it eating + breakfast at 8am?
- Were + you/we/they + eating + breakfast at 8am?

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PAST PERFECT

Used for: • Things that happened before a certain point of time in the past.

Subject + had + past participle + Object:
- I/You/We/They/He/She/It + **had told** + them the story before you arrived.

Subject + had not + past participle + Object:
- I/You/We/They/She/He/It + **had not told** + them the story before you arrived.

Had + Subject + past participle + Object?:
- **Had** + I/we/you/they/he/she/it **told** + the story before you arrived?

PAST PERFECT CONTINUOUS

Used for: • Something that continued up to a certain point in the past.

Subject + had + been + present participle+ Object:
- I/You/We/They/she/he + **had been** + **waiting** + for 2 hours.

Subject + had not been + present participle + Object:
- I/You/We/They/He/She + **had not been** + **waiting** + for 2 hours.

Has/Have + Subject + been + present participle + Object?:
- **Had** + I/we/you/they/she/he **been** **waiting** + for 2 hours?

SIMPLE FUTURE TENSE

Used for: •Talk about the future as a fact.

Adverbs: • Tomorrow • Next week

Subject + shall/will + Verb + Object:
- I/we + **shall** go + to the movies.
- I/he/she/you/they + **will** go + to the movies.

Subject + won't/shall not + Verb + Object:
- I/we + **shall not** go + to a movie.
- I/he/she/they/you + **won't** go + to a movie.

Shall/Will + Subject + Verb + Object?:
- **Shall** I/we go + to the movies?
- **Will** he/she/it/you/they go + to the movies?

Also: **Am/is/are + going to**....

e.g. I **am + going to** run 5km tomorrow.
Am + I **going to** run 5km tomorrow?
I **am + not + going to** run 5km tomorrow.

FUTURE CONTINUOUS

Used for: •Something will be in the middle of happening.

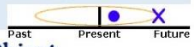
Subject + will be/going to be + present participle+ Object:
- I/he/she/it/you/we/they + will be waiting + for the package.
- I + am going to be + waiting + for the plane to arrive.
- She/he + is going to be + waiting + for the plane to arrive.
- You/we/they + are going to be + waiting + for the plane.

Subject + will not be/going to be + Verb(ing) + Object:
- I/he/she/you/we/they + **will not be** **waiting.**
- I am not + **going to be** + **waiting**.

Will + Subject + be + verb(ing) + Object?:
- **Will** + I/she/he/we/they/you + be **waiting** + for the package?
- **Am** + I + **going to be** **waiting** + for the plane?
- **Are** + you + **going to be** **waiting**?

FUTURE PERFECT

Used for: • Suggests an action as completed by a certain point of time in the future.



Subject + will have + past participle + Object:
- I/You/We/They/He/She/It + **will have finished** + by then.

Subject + will not have + past participle + Object:
- I/You/We/They/She/He/It + **will not have** **finished** + by then.

Will + Subject + have + past participle + Object?:
- **Will** + I/we/you/they/he/she/it **have** **finished** + by then?

Also: **Am/is/are + going to have**....

e.g. You **are + going to have** perfected the art of English.
Are + you **going to have** perfected the art of English?
You **are + not + going to have** perfected the art.

FUTURE PERFECT CONTINUOUS

Used for: • An unfinished action in the future.

Subject + will have + been + present participle+ Object:
- I/You/We/They/she/he + **will have been** + **waiting** + for 2 hours.

Subject + will not have been + present participle + Object:
- I/You/We/They/He/She + **will not have been** + **waiting** + for 2 hours.

Will + Subject + have been + present participle + Object?:
- **Will** + I/we/you/they/she/he **have** **been** **waiting** + for 2 hours?

Also: **Am/is/are + going to have been**....

e.g. I **am + going to have been** talking for an hour.
Am + I **going to** have been talking for an hour?
I **am + not + going to have been** talking for an hour.

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2. Sentence Structure

SUBJECT: The person or thing that does the action described.

OBJECT: The person or thing that is affected by the subject in the way described by the verb.

(Subject) (Object)
Example: **Tshepiso** baked **the cake**.
(Verb)

Phrase	A group of words that does not contain a finite verb.
Clause	A group of words that does contain a finite verb.
The simple sentence	The simple sentence contains just one clause. ***Dogs love bones.***
The compound sentence	The compound sentence contains two or more co-ordinate main clauses, but no subordinate clauses. ***Dogs love bones and will gnaw them endlessly.*** ***We waited; nobody appeared.***
The complex sentence	The complex sentence contains one main clause and one or more subordinate clauses. ***Dogs love bones that have been buried for some days.***

Remember
Phrase (P – Part of a sentence)
Clause (C – Complete sentence)

Three Main Sentence Types

Statements	Sentences that give information and do not require a response. Typically structured as Subject, Verb, Object) ***The dog is barking at us.***
Questions	Sentences that request information, and they usually require a response from the listener. ***Example: Whose dot is it?***
Commands	Commands express a desire of the speaker. The usually start with a verb. ***Example: Feed the dog.***

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3. Direct & Indirect (Reported) Speech

When we represent a person's spoken words we can do this using direct or indirect (reported) speech.

DIRECT SPEECH: When we use the actual words of the person speaking.

INDIRECT SPEECH: When we report what was said without using the speaker's exact words.

REWRITING FROM DIRECT TO INDIRECT SPEECH

1. Start with an appropriate opening.

IF YOU ARE…	**THEN USE…**
REPORTING ON A STATEMENT	'said', 'stated', 'remarked', 'reported'
REPORTING ON A QUESTION	'asked', 'enquired', 'requested', 'questioned'
REPORTING ON A COMMAND	'advised', 'insisted', 'ordered', 'commanded', 'instructed'
REPORTING ON AN EXCLAMATION	'exclaimed', 'shouted', 'proclaimed', 'rejoiced'

When reporting the word, "Please", you can use the phrase '…politely asked'.

2. Change pronouns, adverbs and adjectives.

PRONOUNS

First-person	Third-person
I	He/she
Me	Him/her
My	His/her
We	They
Us	Them
Our	their

Adjectives/Adverbs of time & place

Direct Speech	Indirect Speech
Here	There
This	That
Now	Then
Today	That day
Yesterday	The previous day
tomorrow	The following day / next day
Last week	The previous week / the week before
Ago	before

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3. What about the tense? Downloaded from eduresourceza.com

The verbs within the quotation marks are rewritten one step back in the past when they are converted into indirect speech.

Example:

Direct Speech: Tshegofatso said, "I will always love Trevor."

Indirect Speech

Change the pronoun

Tshegofatso said <u>that</u> she would always love Cindy.

Change the tense of the verb

4. Active & Passive Voice

The term 'voice' refers to the 'activeness' or 'passiveness' of a verb, depending upon whether the subject is doing the action of the verb or receiving the action of the verb.

ACTIVE VOICE: In this voice the object is being acted upon.

Example: The chef prepared the meal.

- ✓ The active voice is a clear way of writing and it can have a strong impact on the reader.
- ✓ Verbs in the active voice reveal the performer or 'doer' of the action.

PASSIVE VOICE: The subject is being acted upon.

Example: The meal was prepared by the chef.

- ✓ The passive form gives a sentence a formality that makes it appropriate for official contexts.
- ✓ It focuses on the procedure and results rather than on the person doing the action.
- ✓ It can 'disguise' responsibility or remove emphasis from the doer.

When changing between active and passive voice, first identify the SUBJECT (S), the VERB (V) and the OBJECT (O).

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Changing from Active to Passive

When changing a sentence from the active to the passive voice, there are a few changes that need to be made.

Personal Pronouns		
	Subject Form	**Object Form**
Singular	I	Me
	You	You
	He She It	Him Her It
Plural	We	Us
	You	You
	they	Them

Example:

The leader inspires the soldiers.

1) Identify the subject, the object and the verb

S V O

2) **<u>The leader</u> inspires <u>the soldiers</u>.** ✓

3) Ask yourself…in which tense is the verb and what are the auxiliary verbs for this tense.

Simple Present – are (plural) ✓

4) Make the object the subject…

The soldiers… …by the leader. ✓

5) What about the tense? It remains the same! Remember the auxiliary.

The soldiers <u>are inspired</u> by the leader. ✓✓

Changing from Passive to Active

Example:

That artwork was admired by many students.

1) Identify the subject, the object and the verb

O V S

The artwork was admired by many students. ✓

2) Ask yourself…in which tense is the verb.

Simple past (was admired – singular) ✓

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3) Move the subject to the front…move the object to the back.

Many students… …that artwork. ✓

4) What about the tense? It remains the same! Remember the auxiliary.

Many students admired that artwork. ✓✓

5. Synonyms, Antonyms, Homonyms, Homophones, Homographs

SYNONYMS: Words with similar meanings.

Example: happy, glad, joyful

ANTONYMS: Words that have the opposite meaning to another.

Example: legal -> illegal

HOMONYMS: Words that sound the same or are spelt the same, but have different meanings.

Example: Bark - the noise a dog makes
Bark – the outer coating of a tree's trunk

HOMOPHONES: Words that sound alike, but are spelt differently and/or have different meanings.

Example: eight - a number & ate - past tense of 'eat'

HOMOGRAPHS: Words that are spelt alike but have different meanings, and may also be pronounced differently.

Example: wind – the movement of air
wind - turning a mechanism

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6. Figurative Expressions, Idioms & Proverbs

A bolt from the blue	A sudden and unexpected occurrence
A bone of contention	A cause of dispute, to argue the point
A chip off the old block	A son that closely resembles his father
A dog in the manger	One who selfishly refuses to allow others the use that for which he has no use
A feather in one's cap	An honour, an achievement
A fence-sitter	One who doesn't take sides between two opinions or courses of action
A fish out of water	Out of place, uncomfortable
A flash in the pan	Unusual, not likely to be repeated
A red herring	Something which diverts people's attention from the main argument or issue
A red-letter day	A day to celebrate, a day of importance
A rough diamond	A person with good qualities, but with a rough or unrefined exterior
A storm in a teacup	Much fuss made of something unimportant
A wet blanket	A person who discourages others, dampens fun, a spoil-sport
A white elephant	A useless, unwanted or burdensome possession
A wild-goose chase	A plan or scheme with no possibility of success
Above board	Open, with nothing to hide
Add fuel to the fire	Make matters that are already difficult, words
All one's eggs in one basket	Risk everything in one venture
An open secret	Something which is well known, although it hasn't yet been made public
At a snail's pace	Very slowly
At someone's beck and call	Available at all times
At the eleventh hour	At the last minute
Beat about the bush	Approach a matter in an indirect or roundabout way
Be left high and dry	Stranded
Behind one's back	Without one's knowledge
Behind the scenes	In private, out of sight
Between a rock and a hard place	Facing two unacceptable options
Bite the dust	Be defeated, die
Blood is thicker than water	One takes one's family's part against those not related
Blow hot and cold	Chop and change one's opinions continually
Break the ice	The first to begin
Bring the house down	Cause rapturous applause
Build castles in the air	Make plans in one's imagination
Burn the candle at both ends	Overwork oneself by working day and night
Bury the hatchet	Make peace, smooth over differences
Call a spade a spade	Speak one's mind, put things bluntly
Clear the air	Removes doubts or difficulties
Cross the bridge when one comes to it	Not to worry about a situation until one is faced with it
Cut and dried	Pre-arranged
a-dog-eat-dog world	A fiercely competitive and uncaring world
Full of airs and graces	Someone who thinks a great deal of herself or himself
Get out of bed on the wrong side	Bad-tempered, grumpy
Handle with kid gloves	Treat very gently
Have an axe to grind	Pursue an unresolved issue

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Have a bee in one's bonnet	Have one's mind continually on one topic, to be obsessed
Have a bone to pick with someone	Have a controversy to settle
Have cold feet	Feel anxious and uncertain about an undertaking
Hen-pecked	A husband ruled by his wife
His bark is worse than his bite	He speaks strongly but acts mildly
Hit below the belt	Act unfairly, say something hurtful
Hit rock bottom	Reach the lowest possible level
In black and white	Written on paper
In cold blood	Deliberately, without heart
In seventh heaven	In a state of intense happiness, bliss
In the limelight	In the public eye
In the pipeline	About to happen
In the same boat	In the same misfortune or circumstances
It is make or break	There are no alternatives
Jump the gun	Hasty in embarking on a course of action
Keep a person at arm's length	Avoid coming into contact with the person
Keep the ball rolling/keep the kettle boiling	Keep things going
Kill two birds with one stone	Achieve a double result with a single effort
Let the cat out of the bag	Reveal a secret
Look a gift horse in the mouth	Examine a gift critically
Long in the tooth	Old
Make ends meet	Live with one's income
Move the goalposts	Change the rules
Neither here nor there	Of no consequence
Not cricket	Not good sportsmanship
Off one's own bat	On one's own responsibility or initiative
On edge	Anxious
On the cards	Possible
Once in a blue moon	A very rare occurrence
One's true colours	As one really is
Pour oil on troubled waters	Try to stop a quarrel, calm a heated argument
Put your cards on the table	Be honest or frank
Rain cats and dogs	Rain heavily
Red tape	Bureaucracy, form-filling
Rome was not built in one day	Big undertakings take time to complete
Salt of the earth	A solid dependable, kind-hearted person
Save it for a rainy day	Save it for a time of need
Sour grapes	Pretend to despise something because it is unattainable
Spill the beans	Reveal the truth or a secret
Start from scratch	Start at the beginning with no help or advantage
Strike while the iron is hot	Act when the opportunity arises
The Achilles heel	A weak spot, a vulnerable area
The black sheep of the family	The one who brings disgrace to the family
Throw in the sponge/towel	Admit defeat, give up
Turn over a new leaf	Begin again, resolve to do better
Two-faced	A hypocrite, saying one thing and meaning another
Under a cloud	Under suspicion, with something amiss
Walk on air	Be excited and happy

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PROVERBS

Don't count your chickens before they hatch.	Don't assume that something will be achieved until it has been achieved.
A friend in need is a friend in deed.	A friend who is there when you need one is a real friend.
The early bird catches the worm.	The person who starts a project first is the most likely to succeed.
Actions speak louder than words.	Judge people on what they do and not what they say
Don't judges a book by its cover.	You can't know what someone is like just by looking at them.
Practice makes perfect.	The more you practices the better you'll be at something.
All that glitters isn't gold.	Not everything that looks wonderful is wonderful.
The grass is always greener on the other side of the fence.	Other people's situations always seem better than our own.
The pen is mightier than the sword.	Words are more influential than violence.
Too many cooks spoil the broth.	When lots of people get involved in a project they can cause confusion.
Pride comes before a fall.	Over-confidence will be followed by a setback.
You can't have your cake and eat it.	When two attractive options conflict then you have to choose between them.
The only constant is change.	Everything is always changing.
Adapt or die.	You must be prepared to change in order to survive.
An apple a day keeps the doctor away.	Eating nutritious foods will keep you healthier.
The clothes make the man.	People judge you according to how you dress.
A stitch in time saves nine	A timely effort will prevent more work later.

7. Abbreviations

An abbreviation is a shortened form of a word. There are a few rules regarding abbreviations you need to be aware of.

Certain abbreviations end with a full stop.

- Mon. = Monday
- Tel. = telephone
- Jan. = January

Abbreviations do NOT have an end full stop if the last letter of the full word and the last letter of the abbreviation are the same!

- E.g.: dr = doctor BUT Fri. = Friday

In English we also use phrases taken from other languages, and in most cases their abbreviations are also written with full stops. Example:

- R.S.V.P. = Repondez s'il vois plait (Please reply)
- CV = curriculum vitae
- e.g. = exempli gratia (for example)
- etc. = etcetera (and so on)

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Recent abbreviations, and abbreviations referring to the metric system, do not use a full stop even if the las consonant is left out.

- Pop = popular music
- Cell = cellular (phone)
- m = metre
- C = Celsius/Centrigrade

Initialism

We can also abbreviate a phrase by saying the first letter of each word. For example:

HIV – human immunodeficiency virus
SA – South Africa
USA – United States of America
UK – United Kingdom
SAP – South African Police
DJ – disc jockey
SABC – South African Broadcasting Corporation
EFT – electronic funds transfer
CD – compact disc
DVD – digital versatile disc
IT – information technology
ATM – automated teller machine
SMS – short message service
UFO – unidentified flying object

Acronyms

Acronyms are abbreviations that are made up of the first letter(s) of each word in a phrase and which are pronounced as a new word.

For example:

AIDS or aids – Acquired Immune Deficiency Syndrome
Cosatu – Council of South African Trade Unions
ESCOM – Electricity Supply Commision
FIFA – Federation of International Football Associations
Laser – Light amplification by stimulated emission of radiation
NASA – National Aeronautics and Space Administration
PIN – Personal Identification Number
Radar – Radio detection and ranging
SARS – South African Revenue Service
Scuba – Self-contained underwater breathing apparatus
Soweto – South Western Townships
UNICEF – United Nations International Children's Emergency fund
Unisa – University of South Africa

Commonly used abbreviations

Titles, Qualifications, job descriptions, business terms

BA – Bachelor of Arts
BCom – Bachelor of Commerce
BSc – Bachelor of Science
Capt. – Captain
CEO – Chief Executive Officer
Div. – Division
Dr – Doctor
Jr/Jnr – Junior
MC – Master of Ceremonies
Miss – Mistress
Mr – Mr
Mrs – Mistress (married)
Ms – Mrs or Miss
PA – Personal Assistant
Prof. – Professor
Sen/Sr - Senior

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Months

Jan. – January
Feb. – February
Mar. – March
Apr. – April
Days

May – May
Jul. – July
Aug. – August
Sept. - September

Oct. – October
Nov. – November
Dec. - December

Times

AD – Anno Domini (In the year of the Lord)
BC – Before Christ
a.m. – ante meridiem (before midday)

p.m. – post meridiem (after midday)
p.a. – per annum (yearly)

Places

Ave - Avenue
Cnr - Corner
Rd - Road

St - Street
P O Box – Post Office Box

Other

e-mail – electronic mail
fax - facsimile
pc – personal computer
www – world wide web
aux - auxiliary
NB – Nota bene (very important)

Ibid – from the same source
ie. – that is
P.T.O – Please turn over
PS – Post script
Re – Regarding
Ref. - Reference
Viz. - namely

Via – by way of
COD – Cash on delivery
ICU – Intensive Care Unit
IOU – I owe you
RIP – Rest in peace
VIP – Very important person

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8. Punctuation

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PUNCTUATION	USE	EXAMPLE
Capital Letters	• Beginning of a sentence • Indicate proper nouns • Used to construct acronyms • Used for emphasis	• This is the second time. • James Jones, Johannesburg • SARS • Are you READY?
Full stops .	• Indicates the end of a sentence. • Used at the end of some abbreviations	• Today is Monday. • Prof.
Question marks ?	• Indicates the end of a question.	• What colour is the sky?
Exclamation marks !	• Used to indicate an interjection, command or heightened state of emotion.	• Wow! • Sit down!
Ellipses …	• Indicates an incomplete thought. • Indicates a trail of thought. • Indicates an interruption. • Indicates hesitation.	• I gave it to…
Commas ,	• Separate items or descriptive words in a list. • Separate two parts of a sentence (phrase and/or clauses) • Function like brackets (), containing and separating extra information. • Separate the name of the person being addressed from the rest of the sentence.	• With dignity, grace and empathy he delivered a moving eulogy. • I had no idea that he was so ill, and that we would never see him again. • Martinus, who is a rock-climber, broke his arm this weekend. • Lori, please stop by my office before you leave for the day.
Hypens -	• Make compound words from single words. • Separate two vowels to prevent awkwardness. • Show that a word is unfinished at the end of a written line. • Connect prefixes to nouns.	• Mother-in-law, well-crafted • Co-operative • Anti-violence, pre-war
Quotation marks ‘ ‘ “ “	• Indicate direct speech • Show a title of a literary work. • Distance yourself from a word that you do not agree with. • Show sarcasm. • Quote from a text. • Enclose nicknames • Scare quotes (Indicates euphemism/ doubt)	• Grace said, “I will always love you.” • “African Thunderstorm” • We find ourselves in “paradise”. • John was simply “adorable” when he drew a picture on the wall. • “70% of students enjoy sport” • Greg “The Shark” Norman • He rarely spoke of the “incident” that cause him to leave his previous employer.
Backslashes /	• Shows where a line break was in a piece of poetry that is being quoted.	• “My only love sprung from my only hate! / Too rarely seen unkown, and known too late.”
Apostrophes ‘	• Show possession • Show that letters have been omitted (omission) • Show that a phrase/word has been contracted (contraction)	• John’s, Tshepo’s • Hissin’ • Don’t
Colons :	• Introduce a list.	• The bookstore specializes in: art, architecture and graphic design.

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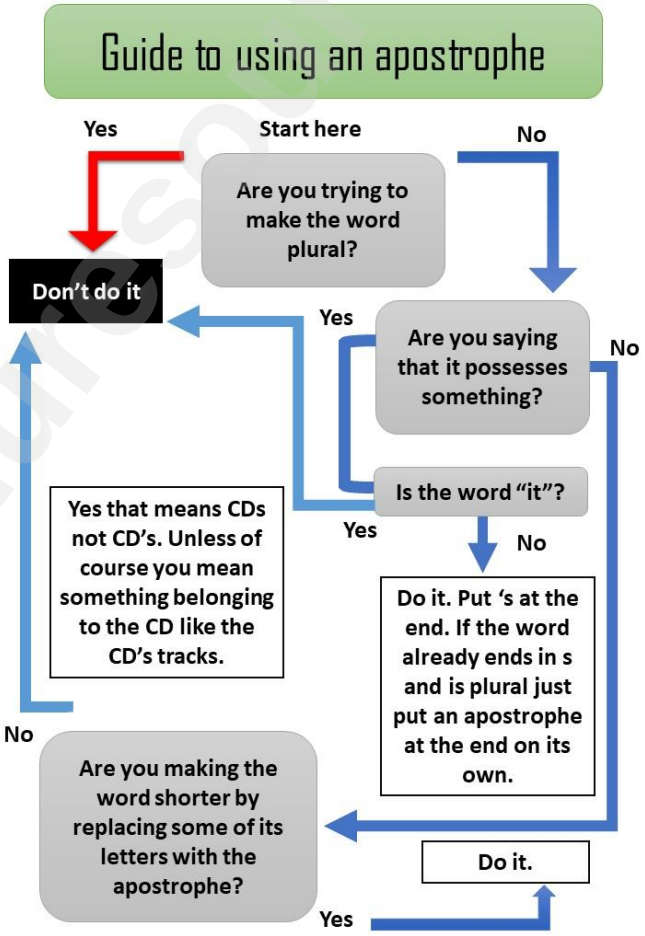
	• Used in direct speech.	Kaleb said: "I haven't seen you in ages."
Semi-colons ;	• Separate items in a list. • Separate two main clauses in the place of a co-ordinating conjunction.	• I like: running; swimming; ball sports such as tennis, netball and cricket; and various types of dancing. • Everybody knows; nobody is telling.
Dashes –	• Show a longer break than a comma • Replaces "to" in a range. • Function like brackets to enclose additional information in a sentence.	• She has changed a lot this year – mainly for the better. • 1829-1904 • When the car was finally delivered – nearly three months after it was ordered – she decided she no longer wanted it.
Brackets (parenthesis) ()	• Separate non-essential information from the rest of a sentence. • Encloses an explanation of what a word means.	• He won a lot of money (about R1 million) • Break (a short pause)
Bold	• Used to emphasise the words.	
Italics	• Used to emphasise the words. • Show that a word is from a foreign language. • Titles of literary works are printed in Italics.	• He is so *cute.* • *Te amo* • *The Picture of Dorian Gray.*
Underlining	• Often used for the same reasons as italics.	



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9. Comprehension

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To comprehend mean to **understand**. The comprehension section of an exam tests your understanding of the texts provided.

Comprehension tasks have to ask literal, reorganization, inference, evaluation and appreciation questions.

- **Literal Questions (Level 1)** – are questions that deal with information explicitly stated in the text. For example, literal questions could ask you to name or describe people or places, or to identify certain facts or reasons.

- **Reorganisation questions (Level 2)** – are questions that require the analysis or synthesis or organisation of information explicitly stated in the text. Reorganisation questions can ask you to summarise main ideas, state similarities or differences between things or to group common elements.

- **Inference questions (Level 3) –** are questions that require you to draw on your personal experiences to engage with information not explicitly stated in the text. For example, inference questions can ask you to explain the cause of something, the main idea of a text, or to say what a character's actions reveal about that character.

- **Evaluation questions (Level 4)** – deal with judgements concerning value, facts and opinions, realism, credibility, validity, logic and reasoning and issues such as desirability and acceptability of decisions and actions in terms of moral values. For example, you could be asked to evaluate whether an argument is logical or a story is realistic.

- **Appreciation questions (Level 5)** – are intended to assess how you are affected by a text. The focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language. For example, you could be asked what your response would have been in a particular situation, or to say how effective the writer's use of imagery is.

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10. Author's Purpose

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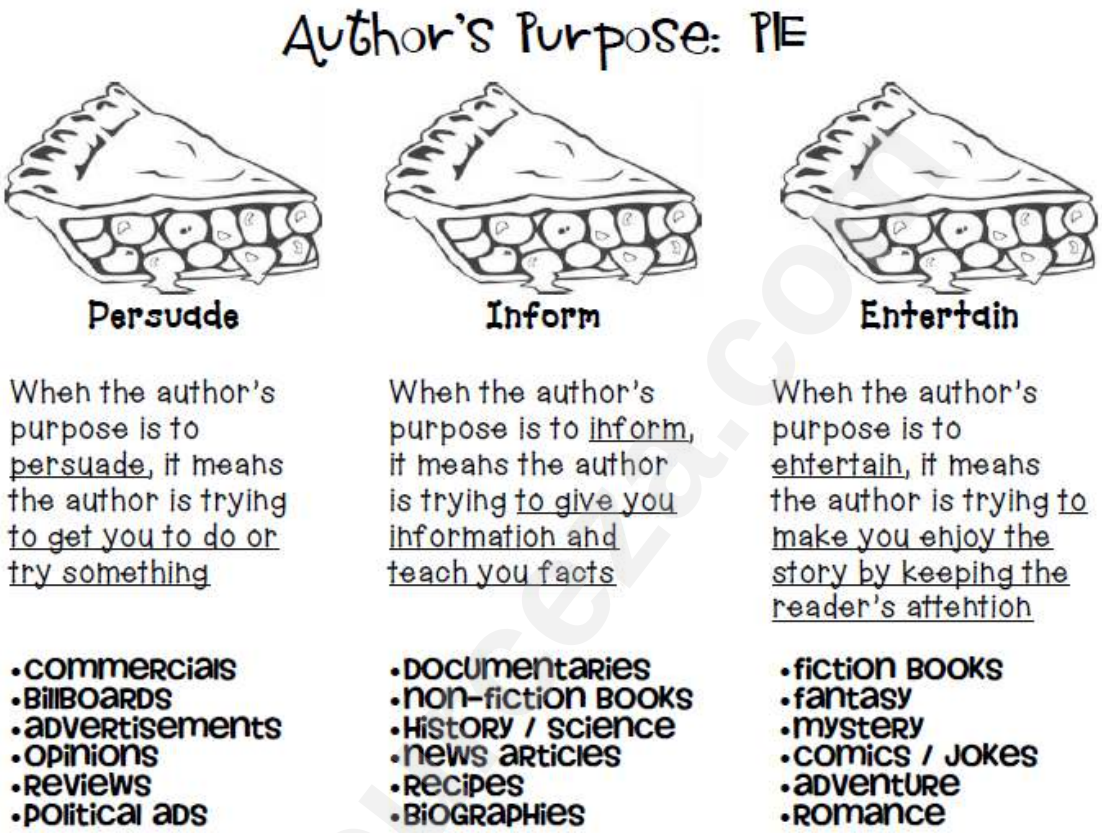
The purpose of a text is why it was created. The acronym PIE can help you to remember the most common purposes of a text.



NOTE: An author may have a more specific purpose in mind other than to inform, entertain or persuade. The following chat shows examples of specific purpose (intention)

General and Specific Purposes		
To inform	To entertain	To persuade
To analyse To clarify To discuss To establish To explain	To amuse To delight To frighten	To argue against To argue for To convince To criticize To inspire

To figure out the author's purpose, the reader must consider the main **idea**, **thought pattern** and **tone**.

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TONE & Mood

Attitude, Emotion and Atmosphere

What is TONE?

Tone is the writer's attitude towards a subject, topic, or theme as expressed in their work or piece. Tone is inactive, it remains the same, unaffected by the audience.

How is TONE produced?

Writers express their attitude and feelings through stylistic choices in setting, imagery, syntax and word choice.

When creating TONE as the writer ask:

- What attitude to I wish to convey about the subject or theme of my work?
- Are any elements or details preventing the work from achieving this tone?

When analysing TONE ask:

- Which words/literary devices stand out?
- Why might the writer have used these words/devices?
- How might the writer feel about the subject?

What is Mood?

Mood is the audience's emotions and feelings as generated by a work or piece. Mood is active, it is unique from person to person.

How is Mood produced?

Writers choose words and make stylistic choices to influence the audience's reaction to a work or piece.

When creating Mood as the writer ask:

- What makes my words believable?
- Are my word choices successfully creating the mood I wanted?
- On which details do I focus to influence the mood?

When analysing Mood ask:

- What emotions do I feel as the audience?
- Which words or phrases evoke these emotions?

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Positive Tone / Attitude Words

Amiable	Consoling	Friendly	Playful
Amused	Content	Happy	Pleasant
Appreciative	Dreamy	Hopeful	Proud
Authoritative	Ecstatic	Impassioned	Relaxed
Benevolent	Elated	Jovial	Reverent
Brave	Elevated	Joyful	Romantic
Calm	Encouraging	Jubilant	Soothing
Cheerful	Energetic	Lighthearted	Surprised
Cheery	Enthusiastic	Loving	Sweet
Compassionate	Excited	Optimistic	Sympathetic
Complimentary	Exuberant	Passionate	Vibrant
Confident	Fanciful	Peaceful	Whimsical

Negative Tone / Attitude Words

Accusing	Aggravated	Agitated	Angry
Apathetic	Arrogant	Artificial	Audacious
Belligerent	Bitter	Boring	Brash
Childish	Coarse	Cold	Condemnatory
Disappointed	Disgruntled	Disgusted	Disinterested
Harsh	Haughty	Hateful	Condescending
Contradictory	Critical	Insulting	Hurtful
Indignant	Outraged	Irritated	Desperate
Threatening	Quarrelsome	Wrathful	

Humour / Irony / Sarcasm Tone / Attitude Words

Amused	Bantering	Bitter	Caustic
Comical	Condescending	Contemptuous	Critical
Cynical	Disdainful	Droll	Giddy
Flippant	Mocking	Mock-serious	Irrelevant
Humorous	Insolent	Ironic	Quizzical
Joking	Malicious	Patronizing	Sarcastic
Pompous	Mock-heroic	Scornful	Whimsical
Ribald	Ridiculing	Teasing	Wry
Sardonic	Satiric	Silly	Taunting

Sorrow / Fear / Worry Tone / Attitude Words

Aggravated	Despairing	Hopeless	Paranoid
Apprehensive	Disturbed	Horror	Pessimistic
Agitated	Embarrassed	Melancholy	Poignant
Anxious	Fearful	Miserable	Pitiful
Apologetic	Foreboding	Morose	Regretful
Concerned	Gloomy	Mournful	Remorseful
Confused	Grave	Nervous	Resigned
Dejected	Horrific	Numb	Sad
Depressed	Hollow	Ominous	Serious

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Neutral Tone / Attitude Words

Admonitory	Allusive	Apathetic	Authoritative
Baffled	Callous	Candid	Ceremonial
Clinical	Consoling	Contemplative	Conventional
Detached	Didactic	Disbelieving	Factual
Dramatic	Earnest	Expectant	Frivolous
Fervent	Formal	Forthright	Incredulous
Haughty	Histrionic	Humble	Loud
Informative	Inquisitive	Instructive	Nostalgic
Intimate	Judgemental	Learned	Urgent
Lyrical	Matter-of-fact	Meditative	Vexed
objective	Obsequious	Patriotic	Wistful
Pleading	Pretentious	Persuasive	Questioning
Reflective	Reminiscent	Restrained	Sincere
Resigned	Serious	Zealous	

Example: The following statements each express different attitudes about a shabby apartment.

Six different tones are used: *Optimistic, bitter, tolerant, sentimental, humorous and objective*

1. This placy may be shabby, but since both my children were born while we lived here, it has a special place in my heart. **Sentimental tone** *'it has a special place in my heart' expresses tender emotions*
2. This isn't the greatest apartment in the world, but it's not really that bad. **Tolerant tone.** *The words 'not really that bad' shows the writer accepts the situation while recognizing that it could be better.*
3. If only there were some decent jobs out there, I wouldn't be reduced to living in this miserable dump. **Tone is bitter**. *The writer resents a situation that forces him/her to live in a 'miserable dump'.*
4. This place does need some repairs, but I'm sure the landlord will be making improvements sometime soon. **Tone is optimistic.** *The writer is expecting the apartment to be improved soon.*
5. When we move away, we're planning to release three hundred cockroaches and tow mice, so we can leave the place exactly as we found it. **Tone is humorous.** *The write claims to be planning a comic revenge on the landlord by returning the apartment to the terrible condition it was in when the tenants moved in.*
6. This is the apartment we live in. It provides shelter. **Tone is objective.** *The writer does not express feelings about the apartment. He simply states facts.*

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12.Advertisements

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A public notice promoting a product, a service, an opportunity or a cause.

APPEALS

Advertisements appeal to our human desires, needs and values.

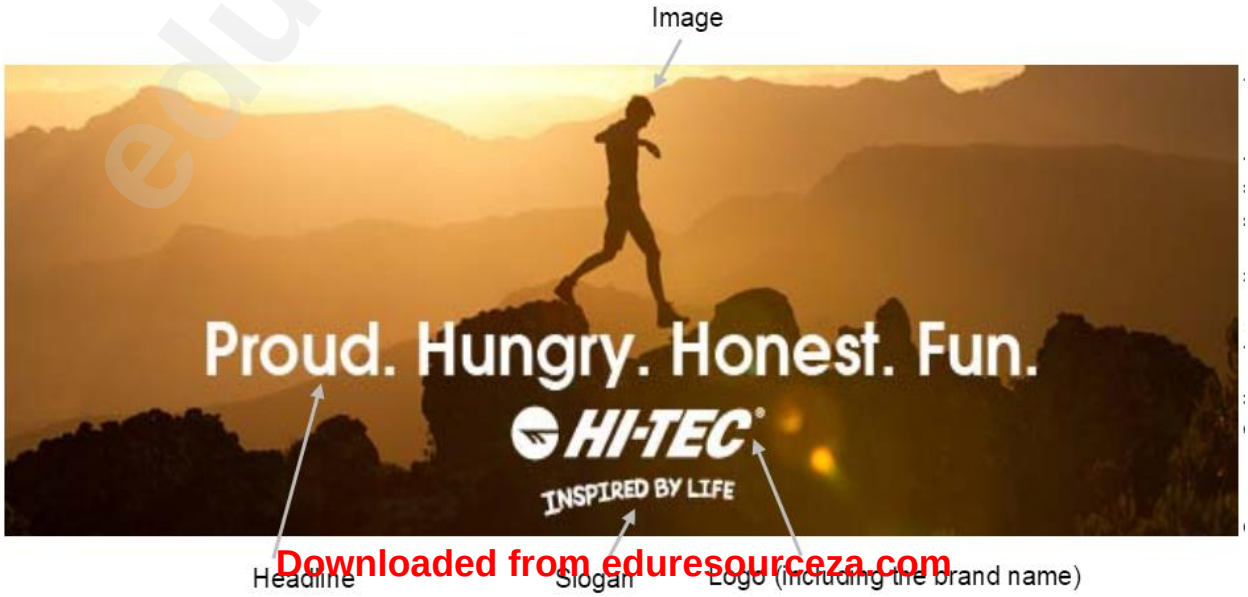
Appeals are usually made to people's desire for:

- Health
- Enjoyment
- Excitement
- Luxury
- Beauty
- Romance
- Independence
- Success
- Power
- Social status
- Freedom
- Escape
- Belonging
- Love
- Physical safety
- Financial security
- Saving money
- Hunger
- Being a good parent/wife/citizen etc.

TERMINOLOGY

Product	The object being advertised. EXAMPLE: Big Mac Burger
Service	The service being advertised. EXAMPLE: car insurance, medical aid, home loans
Target market	The particular group of people the advertisement is aimed at. EXAMPLE: young people, parents, students
Brand	The name of the product/service. EXAMPLE: McDonalds, GEMS, Coca-Cola, Standard Bank
Slogan	The catch phrase of the company or product. EXAMPLE: "I'm loving it"
Logo	The symbol associated with the particular brand. The logo can include the brand name if it is written in a consistent font
Written copy/body copy	The written text of the advertisement
Visual copy	The visual text/images
Layout	Refers to the way in which different elements of written and visual text are placed together to form the advertisement.

KEY FEATURES



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THE AIDA PRINCIPLE

Attention — Something used to attract the reader's attention. e.g. photo, picture, bold typed words, white spaces, ad's size.

Interest — Advertisements arouse interest by delivering messages that are relevant to this market.

Desire — Something used to make you desire the product. E.g. a celebrity may appear in the ad or the ad may suggest you will benefit from the product.

Action — Something is done to urge you to act NOW. There may be a time limit on a sale price or limited supply

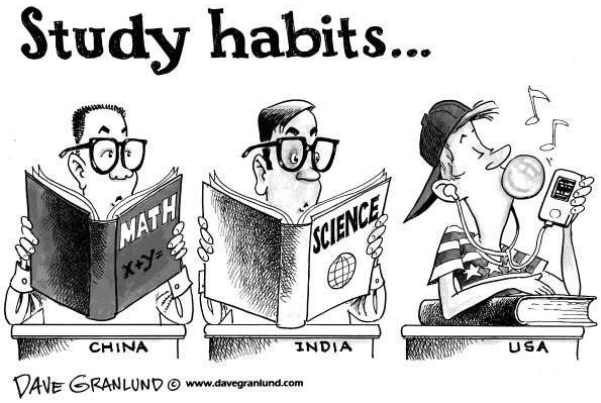
LANGUAGE IN ADVERTISEMENTS

- Emotive language
- Manipulative language
- Dramatic statements
- Catchy phrases
- Questions directed at target audience
- 1st person pronouns (I, we, us)
- Repetition
- Puns
- Rhymes
- Alliteration
- Humour
- Exclamation marks
- Names of celebrities
- Half-truths (may, most, some)
- Scientific evidence
- Scientific language

13. Cartoons

A cartoon is a piece of art, usually humorous in intent.

Usually, people find something humorous when it disrupts their expectations. In the exam it does not matter whether your find the cartoon funny.



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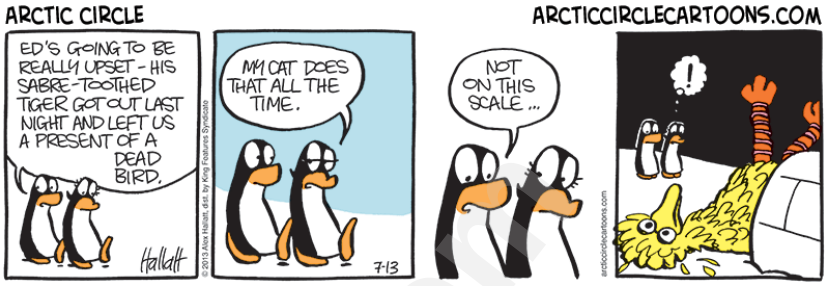
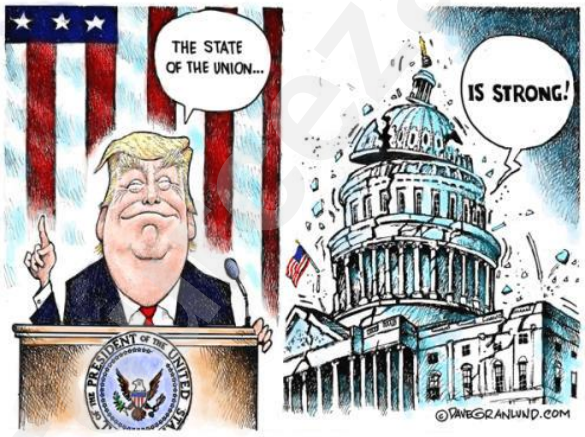
TYPES OF CARTOONS

Single-panel cartoon



Comic strip

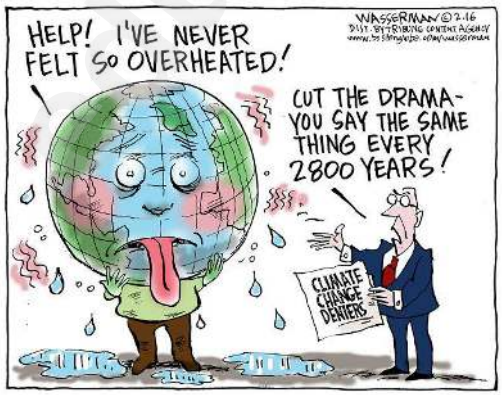


Editorial cartoons

An editorial cartoon is more serious in tone and uses visual metaphors and irony to satirise social or political situations.

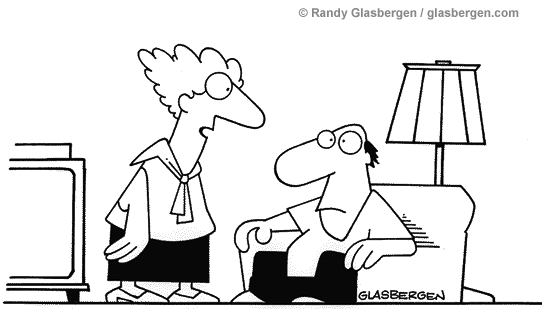
TECHNIQUES USED TO CREATE HUMOUR

Satire



Aim is to educate and entertain. Humour that mocks human weaknesses or aspects of society.

Sarcasm



"If you don't know how to laugh at yourself, I'll teach you. I've been laughing at you for years."

Witty language used to convey insults or scorn.

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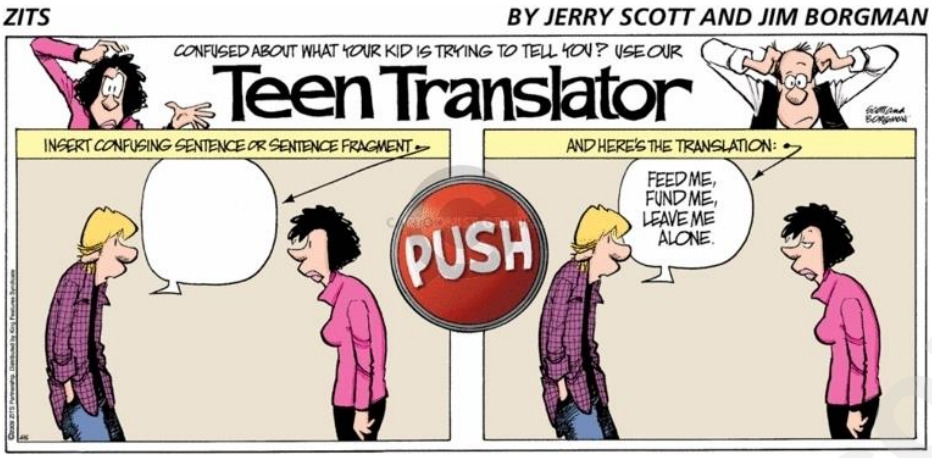

Stereotyping

Humour based on A fixed idea about what a particular type of person or thing is like, which is often not true

Irony

Humour in which the intended meaning is opposite, or nearly opposite, to the literal meaning.

Puns

Play on words. Often as homophones homonyms

Parody

Humorous imitation often intended to ridicule an author, or a genre.

Hyperbole

Humorous presentation marked by exaggeration and outsized characterization.

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ANALYSING CARTOONS

- ✓ Look carefully at the picture and read the writing attentively.
- ✓ Take note of the character's body language and facial expressions.
- ✓ Pay attention to the type of language used.
- ✓ Look at the punctuation and the words written in bold.
- ✓ Take note of the setting and background details.
- ✓ Identify when the viewer's expectations are overturned to create humour.
- ✓ Determine the intention of the cartoonist.

14. Summary

A summary is a shortened version of an original piece of writing. In your exam you will be asked to reduce a text of about 350 words to a summary of 80-90 words.

A **point-form summary** is a summary of a text that is written as a set of bulleted sentences.

A **paragraph summary** is a summary of a text that is written in the form of a paragraph.

You will be expected to write a **PARAGRAPH** summary that contains **SEVEN POINTS**.

When writing a summary:

- ✓ Be accurate, clear and straightforward.
- ✓ Use your own words as far as possible.
- ✓ Use full sentences.
- ✓ Leave out examples.
- ✓ Leave out figurative expressions.
- ✓ Leave out lengthy descriptions.
- ✓ Leave out quotations and direct speech.
- ✓ Avoid writing in the first person ('I', 'we', etc.). Rather use the third-person voice ('he', 'she', 'it', 'they') or when giving instructions the second-person voice ('you', 'your', etc).

Steps in Summary writing

1. Read the question carefully.
2. Read the original text to get the feel of what it is about.
3. Identify the direct words that you want to use by highlighting or underling.
4. Plan your summary using the 'block-method'.

Direct quote	Own words

5. Rewrite your summary in paragraph form.
6. Write the number of words which you have used at the end of your summary.

How a summary is marked

A summary is marked out of 10. The marker takes into account both content, and style, giving:

- ✓ 1 mark per main point, up to 7 marks.
- ✓ 3 marks for language, style and expression.

If a summary is too long the marker will read up to 5 words over the limit and ignore the rest of the summary.

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15.Malapropisms & Spoonerisms

MALAPROPISM: The use of an incorrect word in the place of a word with a similar sound, resulting in a nonsensical or humorous utterance.

Example: He had to use a fire **distinguisher.** (extinguisher)

SPOONERISM: When the first letters of words/phrases are swapped.

When the speaker speaks to quickly or does not concentrate therefore it is also known as a "slip of the tongue". It can also be used to create humour.

Example: I like red **b**elly **j**eans.

16.Stereotypes, Prejudice, Bias

STEREOTYPES – a fixed and over-simplified idea of how people belonging to a certain group act. As this idea applies to all members of a group it is a generalization.

Example: Americans are rude, teenagers are rebellious, women are bad drivers.

People are often stereotyped based on their

- Nationality
- Gender
- Social classes
- Race
- Religion
- Sexual orientation

PREJUDICE – Refers to the tendency in people to form an opinion for or against something, that is not based upon experience or reason. It also refers to the tendency to pass negative judgements on people, based purely upon their membership of a particular group. For example, people who are judged based on their membership of a race or religion.

BIAS – A bias is a tendency to strongly prefer one thing, often to the exclusion of alternatives. A bias towards something automatically means a bias against other things. For example, someone who only buys German cars is biased against brands produces by other nationalities.

DISCRIMINATION – is action taken against some people based on prejudices, where the people discriminated against are treated unfairly.

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17.Common Mistakes

Split infinitive – when one or more words are inserted between the 'to' and the base form of an infinitive verb.

Example: I expect him to completely fail in this task.

Redundancy – when words are used to vive information that is already contained in other words.

Example: In my personal opinion, we should postpone this until later.

(Opinions are always personal, and when something is postponed it is always postponed until later)

Tautology – when two words are used that have the same meaning. It is a form of redundancy.

Example: She has a big huge dog. You need to reverse backwards.

Verbosity – when too many words are used.

Example: Up until the current time, the municipality mad e no objections to the festival.

(The municipality had not previously objected to the festival)

Ambiguity – when it is unclear how something is meant to be interpreted.

Example: Let's eat Grandma. I rode a white horse in full leather armour.

Comma splice – when a comma is used to join sentence, and it is an error.

Example: I walked after her, I started running.

Use of it's to show possession – it's = it is

Error of case – when a subject pronoun is used in the object of the sentence and vice versa.

Example: She invited you and I. (She invited you and me)

Example: The mugged tourist who I helped was very grateful. (The mugged tourist whom I helped…)

Number or amount?

Amount: Used for uncountable nouns e.g. water, bravery

Number: Used for countable nouns e.g. Dog, year, people

Few or less?

Fewer: Used for countable nouns e.g. cookies

Less: Used for uncountable nouns e.g. milk

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18.Figurative Language Guide

Poetic devices that use sound devices:	
Alliteration	Repeated consonant sounds occurring at the beginning of words or within words. **Example: She was wide-eyed and wondering while she waited for Walter to waken.**
Assonance	Takes place when two or more words close to one another repeat the same vowel sound. **Example: The rain in Spain falls mainly on the plain.**
Consonance	Repeating consonant sounds in the middle or end of words. **Example: Do not go gentle into that good night.**
Onomatopoeia	A word that mimics a sound. **Example: Ka-boom!, Splat!, grumbling**
Refrain	A phrase or line of poetry that is repeated throughout a poem.
Enjambment	When a sentence runs on into the next line without a break. **Example: A thing of beauty is a joy forever:** **Its loveliness increases; it will never** **Pass into nothingness but still will keep** **A bower quiet for us, and asleep** **Full of sweet dreams, and health, and quiet breathing.**
Anaphora	The repetition of a word or phrase at the beginning of successive clauses or verses. **Example:** **For those who ran in the streets,** **There were no faces to welcome them back.** **Jose escaped and loved the war.** **For those who swam with bitterness** **Of as scorched love** **There was a rusted car to work on.**
Figures of speech that use comparisons:	
Simile	Comparison of two unlikely things using "like" or "as." **Example: She is as sweet as candy.**
Metaphor	A figure of speech which involves an IMPLIED COMPARISON between two relatively unlike things using a form of be. The comparison is not announced by like or as. **Example: All the world is a stage.**
Personification	A figure of speech which gives the qualities of a person to an animal, an object, or an idea. **Example: The sunlight danced.**
Other:	
Hyperbole	An *exaggerated statement* used to heighten effect. **Example: My house is a million miles away.**
Imagery	Language that appeals to the senses. Descriptions of people or objects stated in terms of our senses in the reader's mind. **Example: The bright red rose.**

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Symbol	The practice or art of using an object or a word to represent an abstract idea. An action, person, place, word, or object can all have a symbolic meaning and significance **Example: In the spring, I asked the daisies** **If his words were true,** **And the clever, clear-eyed daisies** **Always knew.** • **In the above lines "spring" and daisies are symbols of youth.**
Allegory	A story in which the characters represent abstract (symbolic) qualities or ideas. **Example: In Westerns, the Sheriff often represents good and the outlaw represents evil.**
Idioms	Sayings or expressions we use every day that wouldn't make sense literally, but we understand what they mean. **Example: "When pigs fly" – Something that will never happen.**
Irony	**<u>3 Types:</u>** • **Dramatic:** When the audience knows something is coming, but the characters do not **Example: In Home Alone – we know Kevin planted traps all over the house but the burglars didn't.** • **Verbal:** opposite of what is said, is meant (sarcasm). **Example: You tell someone to break a leg but you mean have a good time.** • **Situational:** When the opposite of what is expected to happen, happens. **Example: a fire station burns down.**
Comic Relief	A humorous scene, incident, or speech that relieves the overall emotional intensity.
Allusion	• A brief reference to a person, event, or place, real or fictitious, or to a work of art. • An allusion may be drawn from history, geography, literature, or religion. **Example: The girl's love of sweets was her Achilles heel.**
Apostrophe	An address to a dead or absent person, or personification as if he or she were present **Example: Romeo, Romeo wherefore art thou, Romeo?**
Cliché	A phrase, line or expression that has been so over-used it has become common place and unoriginal **Example: They lived happily ever after**
Euphemism	The substituting of a mild, indirect, polite or vague term for one considered harsh or offensive **Example: Saying someone has "passed away" instead of "died".**
Oxymoron	When two words, that contradict each other, are put together. **Example: Only choice**
Paradox	A statement that apparently contradicts itself and yet might be true. **Example: It was the <u>best</u> of times, It was the <u>worst</u> of times.**
Pun	A form of "word play" in which words have a double meaning. **Example: A boiled egg every morning is hard to beat.**
Metonymy	The name of one object is substituted for something closely associated with it **Example: "Hollywood" refers to the film industry.**

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SOURCES

The Answer Series – English Home Language Grade 12

SMILE – Interactive English Home Language

X-Kit Essential Reference English

The English Handbook & Study Guide

Grade 10 Booklet 2019 – Peer created resource

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