OXFORD

English Home and First Additional Language

Good Grammar Pocketbook



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THE GOOD GRAMMAR POCKETBOOK

This booklet addresses English Home and First Additional Language grammar concepts that are problematic for both teachers and learners. It provides step-by-step instructions and teaching tips on how to teach these aspects in their simplest form so that they are easy for learners to understand.

The uncomplicated approach to teaching and detailed guidance provided will enable you to introduce the concepts to your learners effectively and help them to progress from simple understanding to more sophisticated application. Each concept is addressed individually and specialised teaching tips are provided throughout.

Exercises, which have been taken from Oxford textbooks and practice books, will help your learners to practise and consolidate the concepts as they go. These contextual exercises have been carefully selected to progress from simple to more complexand have been designed to help learners to develop skills and master their application, thereby contributing to effective preparation for tests and examinations.

Using The Good Grammar Pocketbook, in conjunction with the suggested Oxford resources, will make grammar lessons not only easier to teach, but also more fun and more accessible to your learners.





The NSC (National Senior Certificate) Diagnostic Report indicated the following

- A severe lack of necessary vocabulary contributed to the inability of candidates to express their thoughts clearly. For example, candidates were not able to interpret and convey in their own words how pictorial stimuli conveyed a message.
- Question 5 (Language and Editing) tests language accuracy, so spelling, punctuation and transcribing accurately are important, but:
 - Learners were inaccurate even when merely transcribing text. They did not know the basic language structures and so could not, for example, identify 'connected' as the past tense of 'connects'. Candidates who knew the verb form, often made other transcription mistakes.
 - Most candidates did not recognise the incorrect use of the apostrophe. Many simply guessed that similarity was wrong, but failed to give the correct form.
 - Some learners did not know the meaning of idiomatic expressions such as survival of the fittest.
 - Poor knowledge of parts of speech was evident.



Parts of speech

It is imperative that learners have a thorough knowledge of the different parts of speech. Give each learner a copy of the table below, or ask them to copy it from the board, so that they can use it for reference throughout the year and as a study aid before exams.

Part of speech	Explanation	Examples
Nouns	Name people, animals, places, ideas, things and groups	The teacher (common noun) has desks (common noun) in her classroom (common noun). My friend Peter (proper noun) was born in Mpumalanga (proper noun). Happiness (abstract noun) is a nice feeling. A herd (collective noun) of elephants escaped from the game reserve.
Pronouns	Can replace nouns, mainly to avoid repetition	 <u>He</u> is my brother. <u>She</u> can do it herself. The bag is <u>mine</u>.
Adjectives	Give more information about nouns and pronouns	This is <u>healthy</u> food.She is <u>fit</u>.
Determiners	NOTE: Most determiners function as adjectives in a sentence, so in dictionaries they are often referred to as adjectives.	
Articles	Tell us whether a noun is definite or indefinite	 An (indefinite article) elephant charged our car. The (definite article) elephant charged our car.
Demonstratives	Tell us whether a person or object is near or far from the speaker or writer	 We saw the elephant next to <u>this</u> (near) tree. The lions are lying under <u>those</u> (far) trees, not <u>that</u> (far) tree.
Quantifiers	Specify a quantity of people or objects	 Many people were in the car. Only one answer is correct.
Verbs	Describe actions, conditions or experiences	 Mrs Dludlu <u>teaches</u> Business Studies. I <u>will study</u> hard. Sandile <u>is</u> the best player.
Adverbs	Tell us more about verbs, adjectives and other adverbs	 The supporters cheered <u>loudly</u>. The comedian was <u>extremely</u> funny. Thobeka ran <u>very</u> quickly.
Prepositions	Tell us where a noun or pronoun is in relation to another noun or pronoun	The salad is <u>inside</u> the fridge. Other examples: beside, into, off, past, behind, above, under, up, towards, next to, in front of
Conjunctions	Join words, phrases, clauses and sentences	 Marian and her younger brother go to the same school. I could not write exams because I was ill. We waited until the doorbell rang.
Interjections	Short remarks expressing an emotion – usually an aside, exclamation or interruption	Oh dear! Hey! Ouch!



Active and passive voice

Sentences can be written in the active voice or the passive voice. Generally you use the active voice when you write and speak as it is easier to understand.

- In the active voice, the **subject does the action**. For example: *Jason rides his bike*.
- In the passive voice, the **action is done to the subject**. For example: *The bike is ridden by Jason*.

We use the passive voice:

- when we do not know who or what does the action For example: *This mat was washed yesterday*.
- when we know who or what does the action but it is not necessary to say this
 For example: Beads are being sold to raise money.
- in scientific texts and information texts For example: *Plant seeds are dispersed by the wind*.
- when we want to avoid responsibility for what has happened.
 For example: The book was torn.

Changing from the active voice to the passive voice

Steps	Example
Underline the verb in the sentence.	Jason <u>rides</u> his bike.
Identify the subject and the object.	Subject: Jason Object: his bike
The object becomes the subject.	New subject: his bike
The subject becomes the object.	New object: Jason
The verb changes. You use the verb to be and a participle.	Rides becomes is ridden.
You add the preposition <i>by</i> if you know who or what is doing the action.	by Jason

Tense changes from active to passive voice

Tense	Active	Passive
Present simple	The lion kills the springbok.	The springbok is killed by the lion.
Present progressive	The lion is killing the springbok.	The springbok is being killed by the lion.
Present perfect	The lion has killed the springbok.	The springbok has been killed by the lion.

Tense	Active	Passive
Past simple	The lion killed the springbok.	The springbok was killed by the lion.
Past progressive	The lion was killing the springbok.	The springbok was being killed by the lion.
Past perfect	The lion had killed the springbok.	The springbok had been killed by the lion.
Future simple	The lion will kill the springbok.	The springbok will be killed by the lion.

The active voice and the passive voice

Sentences can be written in the **active voice** or the **passive voice**. Generally, you should use the active voice when you write and speak because it is easier to understand.

In a sentence in the active voice, the subject does the action.

In a sentence in the *passive voice*, the action is done to the subject.

In a sentence in the passive voice, you can leave out the person or thing that does the action.

Example: The bike is ridden. — The person doing the action is left out.

Note: Remember, all tenses have active and passive voice forms.

Tense	Active	Passive
Present continuous	Anda is riding the bike.	The bike is being ridden by Anda.
Simple past	Anda rode the bike.	The bike was ridden by Anda.
Past continuous	Anda was riding the bike.	The bike was being ridden by Anda.
Past perfect	Anda had ridden the bike.	The bike had been ridden by Anda.
Simple future	Anda will ride the bike.	The bike will be ridden by Anda.

- Underline the verbs and work out if the sentences are in the active voice or the passive voice. Write A for active or P for passive after each sentence.
 - a) The librarian issued the book to the student. ___
 - b) Examinations are written at the end of the year. ___
 - c) I was eating a piece of chocolate. __
 - d) The workers will be paid on Friday. ___
 - e) The hockey team won the tournament. ___
 - f) The email is being read by Ruby. ___
 - g) Andries has completed his homework. __
 - h) Many houses have been destroyed by the fire. ___





For more information and to practise, refer to page 35 of the Oxford Let's Practise English First Additional Language Grade 9 Practice Book.



Subject, verb and object

A simple sentence is always made up of a subject and a verb, and may also have an object. Each of these parts performs a different function in the sentence.

The subject

The subject tells us who or what performs the action in the sentence.
 For example: Kaosi kicks the ball. Kaosi is the subject.

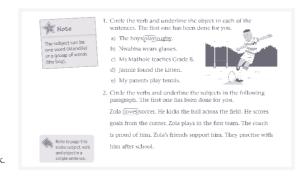
The verb

The verb is the main part of every sentence.

- A verb is often called the doing word because it tells us what the subject does.
 - For example: Kgosi does something: he kicks. Kicks is the verb.
- The tense of the verb tells us when something happens.
 For example: Kicks tells us that it is happening now, not yesterday or tomorrow.
- A verb can also be a *being* word: For example: Her mother *is* a teacher.
- A verb can also be a feeling word:
 For example: He feels hungry. She wants a pet.

The object

The object tells us who or what receives the action of the verb.
 For example: The boy drops the ball. The ball is the object that receives the action.



► For more information and to practise, refer to page 6 of the Oxford Let's Practise English First Additional Language Grade 8 Practice Book.

Finite verbs, auxiliary verbs and non-finite verbs

As discussed above, the verb is the main part of a sentence. Verbs describe actions, conditions or experiences.

Finite verbs

- describe the main action in a sentence For example: The people *look* at the view.
- have a subject and are in a specific tense
 For example: The team (subject) jumped (past tense) up.
- form a complete sentence with their subject. No other words are required. For example: I believe.
- can consist of more than one word For example: I have eaten.
- change their form if the subject changes in number (singular or plural) For example: She *sings*. They *sing*.
- change their form if the tense of the sentence changes.
 For example: Today he walks. Yesterday he walked.

Auxiliary verbs

• help main verbs to show tense and number.

Non-finite verbs

The infinitive is the most basic form of a verb, e.g. *warn* is the infinitive form of the verb *warning*. In a sentence, the infinitive is preceded either by *to* or by an auxiliary verb. The infinitive is a non-finite verb.

Non-finite verbs:

- do not have a subject
- do not change form if the subject changes in number or if the tense of a sentence changes
- can be participles (present participles end in -ing; past participles end in -ed) or infinitives

Changing participles (non-finite verbs) into finite verbs

Participles need an auxiliary verb to form finite verbs.
 For example: Hiking is a present participle. To change it to a finite verb, add an auxiliary verb:

The friends *are* (auxiliary verb) *hiking* (present participle) in the Drakensberg. *Are hiking* is a finite verb.

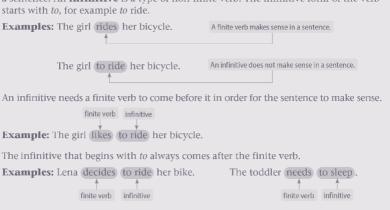
They have (auxiliary verb) hiked (past participle) there many times. Have hiked is a finite verb.

Teaching Tip

If your learners struggle to grasp the concept of a finite verb, explain that finite means complete. To be complete, a verb must have a subject, it must show tense and it must agree with the subject, whether singular or plural.

Non-finite verbs: infinitives

A **finite verb** makes sense in a sentence. A **non-finite verb** does not make sense in a sentence. An **infinitive** is a type of non-finite verb. The infinitive form of the verb starts with *to*, for example *to* ride.



- 1. Circle the finite verbs and underline the infinitives in the following sentences. The first one has been done for you.
 - a) Jackson decided to sing in the concert.
 - b) Marie loves to play in the park.
 - c) Amos needs to go home now.
 - d) The soccer team plans to tour next year.
 - e) Hannah chose to work in the holidays.
- 2. Choose the correct infinitive from the list below to complete the sentences. The first one has been done for you.

a) Martie chose to tidy her room.



- b) We hope ______ our cousin.
- c) Luyolo plans ______ his exams.
- d) Josi decided ______ the party early.
- e) The community wants ______ the meeting.

Grammar

For more information and to practise, refer to pages 8 and 9 of the Oxford Let's Practise English First Additional Language Grade 8 Practice Book.

Non-finite verbs: participles

The present participles and past participles are types of non-finite verbs.

We form the **present participle** by adding -ing to a verb.

Example: ride + -ing = riding, walk + -ing = walking, shout + -ing = shouting

For a present participle to make sense it needs to have an auxiliary verb before it. To form a finite verb with the present participle we need to add an auxiliary verb.

Example: She is walking to the shops.

auxiliary verb present participle

We form the **past participle** by adding *-ed*, *-en* or *-t* to a verb.

Example: scratch + -ed = scratched; eat + -en = eaten; learn + -t = learnt.

For a past participle to make sense it needs to have an auxiliary verb before it. To form a finite verb with the past participle we need to use the auxiliary verb *have*.

Example: The cat has scratched the chair.

T T auxiliary verb past participle

1. Fill in the missing present participles and past participles in the table below. The first one has been done for you.

Infinitive	Present participle	Past participle
a) to bark	The dog is <u>barking</u> .	The dog has <u>barked</u> .
b) to decide	The man is	The man has
c) to choose	The voter is	The voter has
d) to laugh	The child is	The child has
e) to scratch	The cat is	The cat has

The auxiliary verb must agree with the subject and be in the right tense. **Example:** The dog is barking. The dogs are

2. Write out the present participles and past participles in the following news report. Next to each participle write *present* participle or past participle.

The school is trying everything to help the learners improve their marks. After school the teachers are helping the children with their homework. The school board has decided to help learners raise funds for extra weekend classes. When we spoke to the class teacher, she reported her class has raised R1 200.

a)	
_	
b)	
,	
c)	



barking.

Irregular verbs change their form in the past tense. Their past participle forms are also irregular. Example: teach – taught – had taught.

Chanter 1 - Parts of speech

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◆ For more information and to practise, refer to pages 8 and 9 of the Oxford Let's Practise English First Additional Language Grade 8 Practice Book.



The apostrophe

There are two uses of the apostrophe: omission (or contraction) and possession. It is important to read a sentence carefully in order to understand how the apostrophe is being used.

Omission (contraction)

The apostrophe is used to indicate that one or more letters have been omitted from the word. This makes the word shorter (contracted).

Original	Contraction
He will	He'll
She will	She'll
You have	You've
lam	l'm
They will	They'll
Can not	Can't
Had not	Hadn't
She is	She's
He is	He's
They are	They're
Would not	Wouldn't
Should not	Shouldn't

Possession

The apostrophe is used to indicate who or what something belongs to.

Rules when using the apostrophe to show possession

- Add -'s to the singular form of the word.
 For example: the dog's bowl. The bowl belongs to the dog.
- Add only an apostrophe to the end of plural words which already end in -s.
 - For example: the *dogs'* bowls. The bowls belong to the *dogs*.
- Add -'s to the end of plural words that do not end in -s.
 For example: the children's toys. The toys belong to the children.

- Add -'s to the end of the names of people ending with -s. For example: Maris's coat. The coat belongs to Maris.
- If adding -'s to a person's name that ends in -s causes difficulty in pronunciation because of the double -s sound or extra syllable, then only add the apostrophe at the end of the word.
 For example: Nicolas' surfboard. The surfboard belongs to Nicolas.
 Mr Jones' jacket. The jacket belongs to Mr Jones.
- Add -'s to the second noun if two or more nouns possess the same thing. For example: the king and *queen's* castle. The castle belongs to the *king* and to the *queen*.
- Add -'s to both nouns if the two nouns possess different things.
 For example: Adam's and Devi's Geography projects both exploded.
 One project belongs to Adam and one belongs to Devi.
- Add -'s to indicate that someone or something belongs to an indefinite pronoun.

For example: It is *anyone's* guess why we cannot lick our elbows. The guess could belong to *anyone*.

- Putting the apostrophe in the wrong place when showing possession for plural nouns.
 - EXAMPLE: Ostriche's eyes are bigger than their brains. X
 Ostriches' eyes are bigger than their brains. X
- Putting in an apostrophe with a plural noun that does not show possession.
- possession.

 EXAMPLE: Our eye's are always the same size from birth, but our noses and ears' never stop growing. X
 - noses and ears' never stop growing. X

 Our eyes are always the same size from birth, but our noses and ears never stop growing. ✓
- Confusing it's and its. It's = it + is (contraction). Its is a possessive pronoun.
- EXAMPLE: The dog is in it's kennel. It's growling. X

 The dog is in its kennel. It's growling. V

Taxi's only Can you spot the mistake?

Practice

 1. Edit and rewrite the paragraph below. Fill in an apostrophe where one is required or make a correction where an apostrophe is used incorrectly.

My Life Sciences teachers knowledge is awesome. She is the one person who's lessons I never want to miss. Our worksheet's and notes are always interesting. The schools laboratories are also the best in the province. Some of the facts Ive learnt are that mosquitoe's have 47 teeth, and all about the human bodys 206 bone's. The boy's and girl's in my class all do amazing projects for the inter-schools biology expo. Its a learners competition for all Grade 11s.

2. This paragraph is from a science magazine. Edit and rewrite the paragraph. Correct the use of apostrophes and also fill in capital letters, full stops, commas and other punctuation marks where needed.

wow have you seen the latest invention it is the crazilest idea I have seen in a long long time in 2013 at the university of small brania a professor wethood decided to come up with an invention how to keep his shoes dry in the rain after a heavy storm the professors idea came to him as he took off his shoes soaked by the rain he went into his laboratory sat at his desk and began to make miniature umbrellas he then attached the umbrellas to the shoes soles to test his invention the professor stood in the shower and believe it or not came out with his shoes bone dry he is so pleased with his crazy brains work he is convinced that he is going to be the next winner of the nobel science prize



For more information and to practise, refer to page 101 of Oxford English Grammar: the essential guide.



Homophones and homonyms

Homophones

- Homophones are words that sound the same, but are spelt differently and have different meanings.
- Help learners to understand the word by breaking the word up: homo means "the same" and phone means "something to do with hearing" (For example: telephone or cellphone).
- Homophones are often the basis of puns because they help to create humour. Used in advertising, they catch the attention of the reader.
 For example: How you look depends on your genes.
 Genes and jeans are homophones.
- Frequently confused homophones include:
 - Its tyres are flat. It's too late to pump them up now.
 - The two boys went to school and their sister did too.
 - ▶ Whose is this? Who's going to give it back?
 - Their mother is standing there.

Teaching Tip

A useful way to remember the difference between homophones and homonyms is to think of family members. Homophones are like brothers and sisters who may sound the same but look different. Homonyms are like identical twins that look the same but have different personalities.

Homonyms

- Homonyms are words that sound the same and are spelt the same, but have different meanings.
- Homonyms are often used to create puns in cartoons and advertisements.
- Common homonyms include:
 - Try not to give in to peer pressure. Peer through the window to see if anyone is at home.
 - They played *cricket*. The *cricket* chirped loudly.
 - ▶ I watch my friends. She has a new digital watch.
- Some homonyms have slightly different pronunciations because a different syllable in the word is stressed or because the vowel is pronounced differently. These are called homographs.
 For example: One *minute* is 60 seconds long. We could hardly see the *minute* insect on her finger.

Homonyms and homophones

The best way to improve your spelling is to read often. Remember though that there are some words that are spell differently in British spelling and American spelling. In South Africa, we tend to use British spelling. You can use a dictionary to check which is the correct British spelling.

Homonyms are words in English which *sound the same* and are *spelt the same* but have *different meanings*.

Example: bear (a large wild animal) and bear (to carry or suffer)

Homophones are words which *sound the same* but are *spelt differently* and have *different meanings*.

Example: rain (wet weather); reign (rule); rein (horse's bridle/strap)

Look at these examples of homonyms and homophones:

Homonyms	mouse (rodent) mouse (computer device)	bank (river's edge) bank (place where money is stored)	light (brightness) light (easy to lift)
Homophones	heel (part of a foot) heal (to get better)	court (a place where legal matters are resolved) caught (to catch someone or something)	two (a pair) too (also) to (preposition)

1. From the list in the margin choose an alternative meaning for each homonym in the table. The first one has been done for you.

Homonym	First meaning	Alternative meaning
a) second	after first	a moment of time
b) game	something you play	
c) bright	very clear	
d) cold	a common illness	
e) sight	to see with your eyes	

scene
hunted animals
freezing
clever
a moment of time

2. Select the correct homophone from the list below to complete the second column of the table. The first one has been done for you.

ran Ereal	PORT I COURS - 15 - 15	
a) use a pen: <u>write</u>	a) correct: <u>right</u>	
b) thin river plants: <u>reeds</u> b) enjoy a book:		
c) a hunted victim: prey	c) speak to God:	
d) she used a bicycle: <u>rode</u> d) cars drive on it:		
e) towards something: to e) the number after one:		



The word homomeans same; the word -phone relates to sound and -nym relates to word. The word homophone means same sound and homonym means same word.

◆ For more information and to practise, refer to page 45 of the Oxford Let's Practise English First Additional Language Grade 8 Practice Book.



Modal verbs

- Modal verbs are a type of auxiliary verb.
- Modal verbs are used with other verbs to express ability, permission, requests, certainty, possibility or probability.
- The most common modal verbs are: can, may, must, ought, shall, will (present tense) could, might, should, would (past tense)
- Main verbs that follow modal verbs are always in the infinitive form.

Look at the table below:

Function	Modal verb	Example
To talk about a skill or an ability to do something	Can, could	I <i>can</i> handle the heat. I <i>could</i> fly a kite when I was a boy.
To give permission	May	You <i>may</i> use our swimming pool.
To ask someone to do something (or give an instruction)	Could, will	Could you pass my hat? Will you take off your shoes?
To make a polite request	May, could, would	May we swim in your pool? Could I have my hat? Would you close the window?
To talk about something that is possible but not certain (possibility)	May, could	We <i>may</i> need a lift to school tomorrow. We <i>could</i> get burnt in the sun.
To talk about something that is possible but unlikely	Might	We <i>might</i> have good weather for the wedding.
To talk about something that is likely to happen (probability)	Should	It should stop raining soon.
To talk about something that is recommended (or to give advice)	Should	I should apply sunscreen.
To talk about something that you are sure of (certainty)	Will, must	We will go to the beach tomorrow. This must be my raincoat.

Teaching Tip

The contraction of will not is won't. We do not contract may not and might not.

Language structures and conventions

Modal verbs

Modal verbs are used with other verbs to express ability, permission, requests, certainty and possibility or probability. The most common modal verbs are: **can, may, must, ought, shall, will** (present tense) and **could, might, should, would** (past tense).

Examples of sentences with modal verbs	Meaning or purpose of the modal verb
1 He can go to the interview on Monday.	He is able to go to the interview.
2 An interview can be stressful.	It is possible that an interview is stressful.
3 May I use the bathroom?	Asking permission to use the bathroom.
4 He may not chew gum.	He is not allowed to chew gum.
5 We should arrive tomorrow afternoon.	The probability is that we shall arrive tomorrow afternoon.
6 Could you start work next week?	Asking whether it is possible for the person to start next week.
7 You must complete this form before your interview.	It is compulsory to complete the form (expressing certainty).

Activity 3 Revise and use modal verbs

- 1 Read the examples above and discuss how they differ.
- 2 Rewrite these sentences by filling in the correct modal verb:
 - a He (may/can) make furniture because he studied woodwork.
 - b As she (can/may) speak isiXhosa, she has an advantage over other candidates.
 - c He (ought to/could) pass the entrance exam as he has worked hard.
 - d We (should/could) be able to finish this exercise in ten minutes.
 - e (May/can) I go to the toilet?
 - f How soon (could/might) you start work?
 - g He (must/would) have forgotten his CV at home.
 - h (Could/would) I ask you a question about the company?
 - i (May/can) I ask you when you wrote matric?
 - j You (must/can) look smart when you go to an interview.

[◆] For more information and to practise, refer to page 88 of the Oxford Headstart English Grade 12 Learner's Book.



Concord means *agreement*. In a sentence, the finite verb must agree with the subject that it relates to in number and person.

Number

If the subject is singular (one), the verb must be singular. If the subject is plural (more than one), the verb must be plural.

For example: Latiefa (singular subject) reads (singular verb) only comics. My brother and I (plural subject) read (plural verb) lots of thrillers.

Person

Person refers to whether the subject is in the first person (*I, we*), second person (*you*) or third person (*he, she, it* and *they*). The verb must agree with the person of the subject.

Tenses

It is important to know how verbs change their form in the different tenses.

The present simple tense and the present perfect tense

The following table shows the verb forms in the present simple and present perfect tenses. The verb form only changes in the third person singular.

	Singular	Plural
1 st person	l read. I have read.	We read. We have read.
2 nd person	You read. You have read.	You/you/Latiefa <i>read</i> . You/you/Latiefa <i>have read</i> .
3 rd person	He/she/Latiefa reads. He/she/Latiefa has read.	They/Latiefa and Andile <i>read</i> . They/Latiefa and Andile <i>have read</i> .

The past simple tense

In all other tenses the same verb form is used for the singular and the plural. The following table shows examples of the past simple tense.

	Singular	Plural
1 st person	I finished a book.	We finished our books.
2 nd person	You finished a book.	You/you and Latiefa finished your books.
3 rd person	He/she/Latiefa finished a book.	They/Latiefa and Andile finished their books.

The verb to be

The verb *to be* is an exception. In the present simple tense it changes for each person in the singular. In the plural it is always *are*.

We use *is/are* and *was/were* as auxiliary verbs in the continuous tenses.

	Present simple and present continuous tenses	Past simple and past continuous tenses
1st person singular	l am	l was
2 nd person singular	You are	You were
3 rd person singular	He/she/it is	He/she/it was
All plurals	We/you/they are	We/you/they were

Special cases

- The subject sometimes links with more than one verb. All of these verbs must agree with the subject.
 For example: My cousin (subject) always buys the latest novels and lends them to me.
- The subject is often a pronoun. Use the third person singular form of the verb with the following pronouns: someone, no one, everyone, each, every, everything, anything, nothing, either and neither.
 For example: Each (pronoun) folktale has its own message.
 Everyone (pronoun) enjoys a good story.
- When the subject is made up of two pronouns, the verb agrees with the pronoun that is nearest to it.
 For example: Either you or I (singular pronoun) am going to win.
- When one part of the subject is singular and the other part is plural,
- the verb agrees with the part of the subject that is nearest to it.
 For example: Neither my *friends* (plural subject) nor my *sister* (singular subject) was in the library.
 - Neither my sister (singular subject) nor my friends (plural subject) were in the library.



- A phrase is a group of words that does not have a finite verb. For example: The athlete *with the blue bandana* (phrase) is from Nigeria.
- A phrase does not make sense on its own. It must be part of a sentence.
- Phrases do different kinds of work in a sentence. They can do the work of nouns, adjectives or adverbs.

Noun phrases

A noun phrase does the work of a noun. It names people, places and things. It can be the subject or the object in the sentence.

For example: *Athletes from Australia* (noun phrase acting as the subject) take part in the Olympic Games.

The athletes entered *the crowded stadium* (noun phrase acting as an object).

Adjectival phrases

An adjectival phrase does the work of an adjective. It describes a noun in the sentence.

For example: He wore *shoes* (noun) *with no heels* (adjectival phrase describing the shoes) to run the 100 metres.

Adverbial phrases

An adverbial phrase does the work of an adverb in a sentence. It tells you more about the verb.

For example: She *ran* (verb) *as fast as the wind* (adverbial phrase describing how she ran).

There are different kinds of adverbial phrases. Sometimes they can be difficult to identify. Follow the steps on the following page:

	Steps	Example
Step 1	Look at the sentence carefully. Find the verb and the phrase.	Olympic athletes must stay (verb) in the Olympic Village (phrase).
Step 2	Check whether it is an adverbial phrase. Ask, "Does this phrase tell me more about the verb?"	Olympic athletes must stay in the Olympic Village. (Yes, this phrase tells me about the verb must stay.)
Step 3	If your answer is yes, ask, "What is this phrase telling me about the verb?" Decide if the phrase answers the question how, where, when, why, if or what if about the verb.	Olympic athletes must stay in the Olympic Village. (The phrase answers the question of where the athletes must stay.)
Step 4	Now use this information to decide what type of adverbial phrase it is: • how: adverbial phrase of manner • where: adverbial phrase of place • when: adverbial phrase of time • why: adverbial phrase of reason • if/what if: adverbial phrase of condition	So, in the Olympic Village is therefore an adverbial phrase of place.

Practice

1. Rewrite the paragraph and use the phrases in the box to complete it.
 There is a question in each sentence to help you decide which phrase to use.

a chosen athlete	the modern Olympic Games	a famous Frenchman
with a spectacular bronze, silver and		proudly and
opening ceremony gold medals		confidently
in the 4th century BC	in the city of Athens	from all over the
In the 4th century BC	in Greece	world
of spirit, knowledge	in an effort to bring peace and friendship to	
and life	young people all over the world	

The first Olympic Ga	mes were held _	(where?) in	1776 BC.
They were banned _	(when?)	by the Roman Emp	eror.
(who?) sta	rted the games as	gain in 1896	_ (why?).
(what?) tal	ke place every fo	ur years. They begin	ı
(with what?). Athle	tes (fr	om where?) march	
(how?)(w	ho?) lights the C	Olympic flame. It is a	ısymbol
(of what?)	(what	t?) are awarded to tl	he first
three athletes after e	ach event.		

◆ For more information and to practise, refer to page 70 of Oxford English Grammar: the essential guide.



- A clause is a group of words that has a finite verb and a subject.
- Some clauses can stand alone and make sense as a sentence. They are called main clauses.
 - For example: Most newspapers (subject) have (finite verb) comic strips.
- Other clauses cannot stand alone. They depend on the main clause for their meaning. They are called dependent clauses.
 For example: Most newspapers have comic strips which make readers laugh (dependent clause which makes no sense on its own).

Position of dependent clauses in a sentence

- A dependent clause can come either before or after the main clause.
 For example: I read a comic while I was waiting (dependent clause comes after the main clause).
 - While I was waiting, I read a comic (dependent clause comes before the main clause).
- When the dependent clause comes before the main clause, there is a comma between the main clause and the dependent clause.
 For example: After Sunette finished the comic, she gave it to me.
- Sometimes a dependent clause can come inside the main clause. For example: Comics that make me laugh are hard to find.



Common mistakes

• Confusing an infinitive with a finite verb.

EXAMPLES: He stayed up late to watch the movie. (to watch is an infinitive, not a finite verb, so the words in colour are a phrase not a clause.)

He stayed up late so that he could watch the movie. (*could watch* is a finite verb, so the words in colour are a clause.)

Confusing a gerund with a finite verb.

EXAMPLES: He likes watching movies on television. (watching is a gerund, not a finite verb, so the words in colour are a phrase not a clause.)

He liked the movie that he watched on television. (*watched* is a finite verb, so the words in colour are a clause.)

Practice

 Read the comic strip on this page. Then complete the sentences below about the story. Use the dependent clauses in the box.

	that it was a log. that it was a crocodile. who were friends.	which was floating in the river. it turned into a crocodile!
a)	One day there were two w	varthogs
b)	They saw something	
c)	The one warthog warned	his friend
d)	His friend answered	
e)	When his friend stepped o	n the log,

Now underline the main clause in each sentence that you wrote.

- 2. Read the sentences below. Find and write down examples of:
 - a dependent clause
 - two phrases.
 - a) Comics are stories with pictures and speech bubbles.
 - b) I enjoy reading them because they are funny.
 - c) There are lots of comic stories in our library.
- 3. Copy the sentences. Underline the dependent clause in each sentence and say if it comes before, after or inside the main clause. The first one has been done for you.
 - a) When you read a comic, you need to know the rules about how they work. → before
 - b) The words that a character says are written in speech bubbles.
 - c) If words are meant to be shouted, they are written in capital letters.
 - d) Words at the top of the frame give you information which is important to the story.
 - e) You also need to look at the pictures carefully so that you do not miss important details.







• For more information and to practise, refer to page 72 of Oxford English Grammar: the essential guide.

Types of dependent clauses

- Dependent clauses can do different kinds of work in a sentence.
 Like phrases, they can do the work of nouns, adjectives or adverbs.
- It can be the subject or the object of the sentence.

Noun clauses

To check whether a clause is a noun clause:

- find the finite verb of the main clause
- check what its subject is
- check whether it has an object.

If either the subject or the object is a clause, it is a noun clause.

Adjectival clauses

- An adjectival clause does the work of an adjective in a sentence: it describes a noun in the main clause. This noun is often the subject of the main clause.
- An adjectival clause always comes after the noun it describes.
- An adjectival clause always starts with one of the relative pronouns: where, when, why, who, which, or that. That is why they are also known as relative clauses.

For example: A *soap opera* (noun which is the subject in the main clause) is a television programme *that tells you about the daily life of a community* (adjectival clause describes *soap opera* and starts with relative pronoun *that*).

There's the actor (noun) who always plays the role of the villain (adjectival clause starting with the relative pronoun who).

Teaching Tip

Stress the importance of knowing about clauses to your learners. The main clause in a sentence usually contains the main idea of the sentence. Knowing this can help learners to write summaries for English, write summaries to help study other subjects, and skim a text.

Adverbial clauses

- An adverbial clause does the work of an adverb in a sentence: it tells you more about the verb in the main clause.
 For example: I did not watch (verb in main clause) the programme because I had to finish my project (adverbial clause tells you why the person did not watch).
- As with adverbial phrases, there are different kinds of adverbial clauses. Sometimes they can be difficult to identify.
 Follow these steps:

	Steps	Example
Step 1	Look at the whole sentence. Find the main clause and the dependent clause.	We watch the programme (main clause) after we have eaten supper (dependent clause).
Step 2	Check whether the dependent clause is an adverbial clause. Ask, "Is this clause telling me about the verb in the main clause?"	We watch (finite verb) the programme after we have eaten supper. (Yes, the dependent clause tells me about watch.)
Step 3	If your answer is yes, ask, "What is this clause telling me about the verb? Does the clause answer the questions how, where, when, why, if or what if about the verb in the main clause?"	We watch the programme after we have eaten supper. (The clause answers the question of when we watch.)
Step 4	Now use this information to decide what type of adverbial phrase it is: • how: adverbial clause of manner • where: adverbial clause of place • when: adverbial clause of time • why: adverbial clause of reason • if/what if: adverbial clause of condition	So, after we have eaten supper is therefore an adverbial clause of time.

3. Match the main clause on the left with the correct dependent clause on the right. Write the sentences in your exercise book. The first one has been done for you.

Main clause	Dependent clause
a) Sewende Laan is an Afrikaans soapie b) Rani did not enjoy the movie c) I enjoy a good detective series d) TV stars do not have much privacy e) A script writer is a person	when they become famous. who writes words for movies and television programmes. that keeps you guessing until the end. which is broadcast on SABC2. because it was too violent.

→ a) Sewende Laan is an Afrikaans soapie which is broadcast on SABC2.

◆ For more information and to practise, refer to page 75 of Oxford English Grammar: the essential guide.



Indirect speech

When you tell someone what someone else has said, you use indirect speech. Indirect speech is also known as reported speech because you are reporting what someone has said.

Some important rules for writing indirect speech

- Do not use quotation marks.
- The verb is usually in the past tense.
- The pronoun often changes.
- Adverbs of time and place often change to an earlier time.
- An introduction needs to be added to the reported words.
- The verb in the introduction is usually followed by that.

Direct speech	Indirect speech
Sameera said, "Today I am feeling sick."	Sameera said that (introduction given) she (pronoun changes) was (verb tense changes) feeling sick that day (adverb of time changes).

- Always remember to remove:
 - the capital letters at the beginning of the direct speech
 - the comma before the opening quotation mark
 - question marks
 - exclamation marks
 - exclamatory words such as *Ouch*!
- If the first word of a question is a question word (who, how, why, where, what, when), do not add that to the introduction words.

Direct speech	Indirect speech
Her mother said, "Oh no! How long have you been feeling sick?"	Her mother asked how long she had been feeling sick.

• If a question does not begin with a question word, add *if* or *whether* to the introduction words.

Direct speech	Indirect speech	
"Do you feel better?" he asked.	He asked if I felt better.	

 If the direct speech is not a full sentence, work out what the full sentence would be before you write it in indirect speech.

Direct speech	Imagine the full sentence	Indirect speech
"A bit," she said.	"I feel a bit better," she said.	She said that she felt a bit better.

• Write all contractions out in full.

Direc	t speech	Imagine the full sentence	Indirect speech
"I'm m she sa	nuch better," iid.	"I am much better," she said.	She said that she was much better.

How adverbs of time and place change in indirect speech

Adverbs of time		Adverbs of place	
Direct speech	Indirect speech	Direct speech	Indirect speech
today	that day	here	there
yesterday	the day before	this	that
tomorrow	the next day	these	those
now	then		

Activity 2 Change direct speech into indirect speech

Write the following statements and questions in indirect speech.

- 1 "The Internet has changed the way I do research," Paul said.
- 2 "Will the government build houses for everyone?" they asked.
- 3 "The name of this street will be changed to Dullah Omar Avenue," the official announced.
- 4 They asked, "Will we get a computer lab at our school next year?"
- 5 "Technology has changed the way we communicate," he said.
- 6 "Is there a cure for Aids?" she asked.
- 7 "How can we provide a better education for everyone?" Agnes asked.
- 8 "Where are all the learners?" the teacher asked.
- ◆ For more information and to practise, refer to page 23 of the Oxford Successful English Grade 12 Learner's Book.



Summary writing

Introducing the concept of summarising

- In pairs, ask learners to respond to one of the following three scenarios in less than one page:
 - Write down what you did from the time you got up this morning to the time you came to school.
 - You get home and your mum asks you how school was and what you did. Write the response to her question.
 - You and your friend are walking to school when she tells you that she missed her favourite television programme last night. You decide to tell her what happened. Write down what you would have told her.
- Ask learners to read out the situation they chose and their response.
- Discuss the time factor of how many hours have actually lapsed in their stories and how they have managed to put all that into a few points.
- Point out that they have all been summarising:
 - A summary is a shortened version of an original text.
 - A summary reflects your understanding of what you read.

Making a point-form summary

Step 1	Read the heading of the passage. This informs you about the content of the passage.
Step 2	Read the passage in detail and make sure you understand it. Use word-attack skills and contextual clues to work out the meaning of unfamiliar words.
Step 3	Skim the text to find the main ideas and the theme.
Step 4	Decide which ideas are the main ones and which ideas are the supporting details.
Step 5	Make notes of the main ideas, using only single words and/or short phrases.
Step 6	Paraphrase only the main ideas. Do not include the supporting details.

Step 7	Put them in sequence and use conjunctions and logical connectors to write full sentences.
Step 8	Write only one point per sentence.
Step 9	Number your sentences.
Step 10	Check your completed summary against the original text to make sure you have not left out anything important.
Step 11	Indicate the number of words in brackets at the end of your summary.

How the past shapes our present

The importance of history is that we should learn from it and it should help shape our future.

Read how the film District 9 has its roots in what happened to the people of District Six.

District 9 and District 6

y Kay Robertson

'It's hard to accept no intentional link between the movie District 9 and the lost District Six, where freed slaves, merchants, artisans, labourers and immigrants once lived. This vibrant, multi-cultural district in Cape Town was witness to forced removals in 1902, and again in 1966, when the apartheid government doclared it a "whites-only" area and bulldozed the area

² Today, the District Six Museum houses the stories, sentimentality, thoughts, images and urban building blocks of District Six. More than a museum, it is a safe place for the displaced community's memories and closely linked myths in the making. Because as with District 9, there is a space where reality and non-reality merge and become something of its own kind.

What remains is the impact of the story that needs telling, over and over, until we, as humans, learn to see ourselves as one. We are still so transfixed on our own differences, that District 9's allons had no chance when they sought refuge on earth.

³ District 9's director, Neill Blomkamp, set the movie in Johannesburg, where he says the realness, visual richness and unique African flavour "would be incredibly difficult to replicate" anywhere clse in the world. Born in and inspired by Johannesburg, it is no surprise that Blomkamp has produced a film that breaks new ground. The city, and indeed the country, seems to be the setting for doing just that—evident when you visit the District Six Museum.

Z

Write a summary

 $\bar{\Lambda}$ vital skill is the ability to summarise. A summary reduces the number of words given in a text, while retaining the most crucial information.

Summarise the article *District 9 and District 6* in an 80-word paragraph for a history project on District Six. Give your summary a suitable title.



Note exactly what information you are expected to summarise from the passage.

Note whether a particular register is required. For example, you might be asked to summarise a text for your school magazine.

Read through the original text once to understand the passage as a whole. Road through it a second time, underlining or highlighting the key points / facts in the text.

Check the word count. You will lose marks if your summary is longer than the word count by more than two words, so precision matters Write your word count at the end of your summary. Finally reread your summary to make sure it makes sense.

Now rewrite all the sections that you have underlined into a point-form or paragraph style summary. Use your own words, but without changing the sense of the original words.

Ignore examples, explanations, figurative language, repetitions and direct speech.

For more information and to practise, refer to page 37 of the Oxford English for Success Grade 10 Learner's Book.



Answering exam questions

Time management

Time management is an extremely important part of writing exams. Spend time in class teaching learners how to manage their time appropriately and give them plenty of opportunities to practise this skill.

Teaching Tip

Ensure that your learners are familiar with the format of their exam paper by giving them opportunities to practise with past exam papers. This should give them a good indication of how long they tend to spend on particular questions, and if steps need to be taken to work on their time management.

Before you start

- Check if there is a suggested time limit for how long to spend on each question or each part of the exam.
- If not, work out roughly how long you can spend on answering each question.
- Use the number of marks allocated to each question to help you to decide how much time it is worth spending on them.

Remember

- You cannot get any marks for questions you have not answered.
- If you spend too much time on a 'perfect' answer to question 1, you might not have time to start answering the last question.
- Try to allow enough time to read through all your answers at the end to check for spelling mistakes and words that you may have missed out.

General instructions

- General instructions appear at the very beginning of an exam paper.
- General instructions explain how to approach the whole paper.
 They explain how to set out answers and therefore help you to make choices and manage your time.
- General instructions will tell you:
 - how many parts the exam paper has
 - how many questions you have to answer from each part.
 For example: Section A: Answer all questions; Section B: Answer any two questions.

Specific instructions

- Make sure that you do exactly what you are asked to do.
- Some questions have multiple-choice answers where you have to circle or tick the correct answer. Read the instructions carefully to ensure that you mark your choice in the right way.
- Sometimes you have to choose only one sentence.
- You may be asked to fill a gap with one or two words. Check exactly how many words are required.
- Make sure that you answer all the parts of the question, especially if the question is several sentences long. Underline the important words in each part that you need to answer before you start.

What kind of answer should you give?

Describe

These questions test your knowledge of facts. Write about what something is or how something happens. Do not give your own opinion.

Interpret or analyse

These questions require you to find information from a diagram, chart or graph. Read and make sure you understand the caption. Read the labels on both the horizontal and vertical axes. Read the key if there is one.

Explain, discuss or suggest reasons

Show that you understand the topic and can draw logical conclusions. Give your own opinion or interpretation of the facts in your conclusion, starting with a phrase like:

- In conclusion, ...
- In summary, ...
- As a result, ...
- To sum up, ...

Evaluate

Use your own knowledge as well as the information given to form a judgement.

Outline

Concentrate on the main points and leave out most of the details and examples. You should also do this when you summarise something.



Improving your learners' results

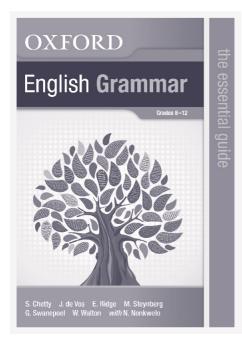
How to improve learners' English grammar results

Refer learners to Oxford English Grammar: the essential guide for:

- key language concepts explained in a logical order, ensuring smooth progression for learners
- examples of common mistakes and how to correct them
- exercises at more than one level for each concept, ensuring that language skills are built in a scaffolded way
- a resource section with annotated writing texts and other useful references, to be used for self-study
- a thematic approach, ensuring that language is learnt in a meaningful and integrated way.

As the teacher, you will also benefit from using this guide because:

- it assists with consolidating and expanding learners' knowledge and use of language structures and conventions
- a separate answer booklet covering all the exercises is available for your reference.



Oxford English Grammar: the essential guide offers English Home and First Additional Language teachers a complete solution for teaching grammar, and can be used alongside any core English course. An accompanying answer book is available for download from www.oxford.co.za.

For more information or to order, visit www.oxford.co.za, or contact Oxford University Press Southern Africa Customer Services on oxford.za@oup.com.



active voice: the subject does the action

adjectival clause: does the work of an adjective, describing the noun in the main clause

adjectival phrase: does the work of an adjective, describing the noun in the sentence

adverbial clause: does the work of an adverb, telling you more about the verb in the main clause

adverbial phrase: does the work of an adverb, telling you more about the verb in the sentence

auxiliary verb: a helping verb that shows tense and number

clause: a group of words that has a finite verb

concord: also known as agreement. In a sentence, the finite verb must agree with the subject that it relates to

dependent clause: cannot stand alone and depends on the main clause for its meaning

direct speech: the words that someone says indicated by quotation marks homonyms: words that sound the same and are spelt the same, but have different meanings

homophones: words that sound the same, but are spelt differently and have different meanings

indirect speech: reports what someone has said

main clause: can stand alone and make sense as a sentence

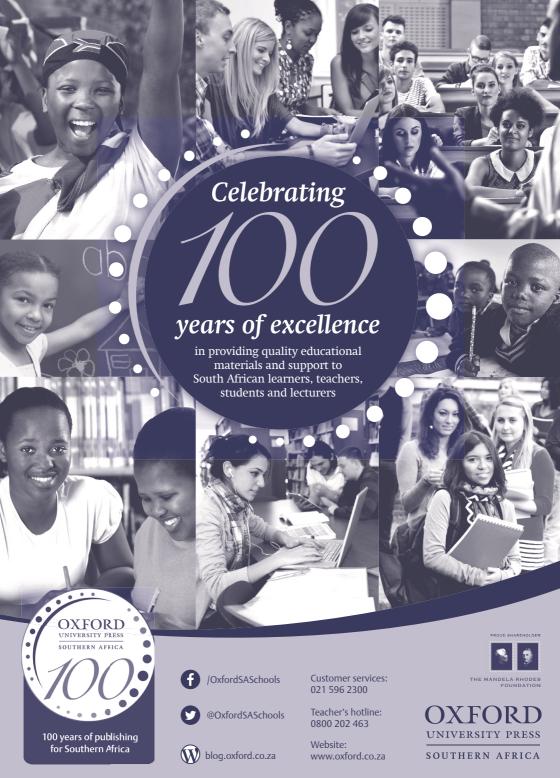
noun clause: does the work of a noun (or pronoun) in the sentence

noun phrase: does the work of a noun. It names people, places and things. It can be the subject or the object in the sentence.

passive voice: the action is done to the subject

phrase: a group of words that does not have a finite verb

summary: a shortened version of an original text



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