

Additional Study pages

These additional Study pages are designed for learners who have mastered the basics of grammar, spelling and punctuation, and are ready to embark on the next level. Not only will they grow their vocabulary and understanding, but they will be able to harness their deeper knowledge of the language to excel in listening effectively, speaking with confidence, reading for meaning, and infusing their writing with creativity.

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ASP2

The history of English: Timeline

The history of English: Timeline

Many words that are used in English today go back thousands of years (see timeline below). This dictionary gives the **origin** (or **etymology**) of some words that come from other languages such as Greek, Latin or French.

Knowing where words come from helps you understand the meaning of difficult words. It will also give you clues to their spelling.



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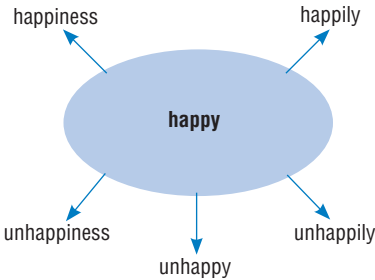
Vocabulary

Word families and derivatives

ROOTS, PREFIXES AND SUFFIXES

Prefixes are groups of letters used at the beginning of a word (which we call the **root**), and **suffixes** are groups of letters added at the end of the root. In the diagram, *happy* is the root, while *un-* is a prefix and *-ness* or *-ly* are suffixes.

Prefixes and suffixes can change the meaning of a word, as in *happy* → *unhappy*, or it can form a new word, as in *happy* → *happiness*. Suffixes can also change the part of speech of a word, for example making an adjective into an adverb, as in *happy* → *happily*. Sometimes a root can have both a prefix and a suffix, as in *unhappiness*.



You can use prefixes and suffixes like building blocks to form new words. The new words that are made in this way are called **derivatives**. We call all the words made from a single root a **word family**.

Below are examples of commonly used prefixes and suffixes with their meanings:

Prefix	Meaning	Examples of words
ab-	away from, not	abduct, absent
aero-	from the air, of the air	aerobics, aeroplane
anti-	against, not	antibiotic, anticlockwise, anti-smoking
arch-	most important, most extreme	archbishop, arch-enemy
auto-	self, by yourself or by itself	autobiography, autograph, automatic
bi-	two, twice, double	bi-annually, bicycle, bilingual
bio-	relating to life and living things	biodegradable, biography, biology
cent-/centi-	one hundred, one hundredth	centenary, centimetre, centipede
circum-	around	circumference, circumstance
com-/con-/co-	with, together	combine, companion, conspire, cooperate
contra-	against, opposite	contraband, contraceptive
cross-	from one side to the other, done by two sides	crossbar, cross-question
de-	to take away, remove, to do the opposite	deforestation, depose
deca-	ten	decade, decagon
deci-	one tenth	decimal
dia-	across	diagonal, diagram, diameter
dis-	not, the opposite of	disagree, dislike, disobey
e-	electronic	e-book, email
en-/em-	to put a situation or condition	endanger, empower
epi-	upon, near to	epidemic, epidermis
equi-	equal or the same as	equilateral, equilibrium
ex-	out, away; in the past, before	exit, explode; ex-military, ex-wife

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Vocabulary

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Prefix	Meaning	Examples of words
extra-	outside, beyond	extraordinary, extra-special
fore-	before, in advance; in front of	forecast; forehead
geo-	earth	geography
giga-	indicating a factor of 10^9	gigabyte
great-	the older generation	great-grandmother
hecto-	one hundred	hectolitre
hepta-	seven	heptagon
hexa-	six	hexagon
homo-	the same	homogenous, homophone
hyper-	too much, more than normal	hyperactive, hypermarket
il-/im-/in-/ir-	not, the opposite of	illogical, impatient, incorrect, irrelevant
in-	in, into	income, indoors, inflate
in- / non-	not, the opposite of	intolerant, non-racial
iso-	equal	isosceles
inter-	between, involving two or more	interactive, international, interview
kilo-	one thousand	kilogram, kilojoule, kilometre
mal-	bad, badly, not correct, not correctly	malnutrition, maltreat, malware
mega-	one million; very big, great	megabytes; megastore
micro-	very small	microchip, microscope, microwave
mid-	in the middle of	midday; mid-twenties
milli-	a thousand; a thousandth	millilitre, millipede
mini-	very small	miniature, minibus, minimum
mis-	badly, wrongly	misbehave, misfortune, mislead
mono-	one, single	monogamy, monolingual
multi-	many, more than one	multicellular, multi-coloured, multiply
nano-	one billionth	nanosecond, nanoscience
non-	not, the opposite of	non-fiction, nonsense, non-stop
octa-/octo-	eight	octagon, octopus
omni-	all, all things	omnivore
out-	away from	outcome, outdoors, outside
over-	too much; more than is usual, extra; above	over-eat; overflow, overtime; overhead
pan-	including all, connected to whole	pan-African, pandemic
penta-	five, having five	pentagon
peri-	round, about	perimeter, periphery
plat-	flat	plateau, platform
poly-	many	polygamy, polymer
post-	after, later than	post-apartheid, postdate, postgraduate
pre-	before, earlier than	predict, prehistoric, pre-primary
pro-	supporting, in favour of; onwards, forwards	pro-government; proceed, progress
pseudo-	false, pretending	pseudonym
quadri-	four, having four	quadrilateral
re-	again	refund, repay, replace, reproduce

ASP5

Vocabulary

Prefix	Meaning	Examples of words
self-	by yourself, for yourself	self-control, self-employed, self-service
semi-	partly, half	semicircle, semicolon, semi-final
step-	related because mother or father has married again	stepmother, stepbrother
sub-	under, beneath, below; less important; a smaller part of	submarine, substandard; subordinate; sub-plot
super-	over, above; better, more important than	superior, supersonic; superhuman, superpower
tele-	far, at a distance; by telephone	telescope, television; telesales
tetra-	four, having four	tetragon
thermo-	relating to heat	thermometer
trans-	across into another place or state; through	translate, transport; transparent
tri-	three, having three	triangle, tricycle
un-	not, the opposite of	unable, uncertain, unfair
under-	below; not enough	underground; undernourished
uni-	one, single	uniform, unit
up-	upwards	uphill, upright, upwards
vice-	second in position or importance	vice-captain

Suffix	Use or meaning	Examples of words
-able	forms adjectives	lovable, reliable, valuable
-al	forms adjectives; forms nouns	cultural, musical; approval
-an/-ian/-arian	belonging or related to something or someone	Christian, comedian, guardian, librarian, vegetarian
-ence/-ance	forms nouns	independence, performance
-ary	forms adjectives; forms nouns	imaginary, secondary, solitary; burglary, commentary
-ate	forms adjectives; forms verbs	approximate, considerate; celebrate, educate, evaporate
-ation	forms nouns, often from verbs	abbreviation, calculation, information
-crat/-cracy	forms nouns, means 'ruling'	autocrat, democracy
-dom	forms nouns	freedom, kingdom
-ed	forms an adjective or past participle of a verb	disappointed, excited, tired
-en	forms adjectives that tell you what something is made of or looks like	golden, wooden, woollen
-ee	forms nouns showing a person's situation	employee, refugee
-er/-ier	forms the comparative of short adjectives and adverbs	crazier, fancier, faster, higher, taller
-er/-ar/-or	forms nouns that show what a person does	farmer, liar, sailor
-ess	forms nouns indicating females	actress, lioness, waitress
-est/-iest	forms the superlative of short adjectives and adverbs	filthiest, highest
-ful	forms adjectives meaning 'full of something'; forms nouns showing amount	beautiful, joyful, powerful; handful, spoonful

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ASP6

Vocabulary

Suffix	Use or meaning	Examples of words
-fy	forms verbs meaning 'make' or 'cause'	disqualify, satisfy, terrify
-gon	forms nouns meaning 'with a certain number of angles'	hexagon, octagon, pentagon
-gram	forms nouns meaning 'written' or 'drawn'	diagram, program
-graph	forms nouns meaning 'something written, drawn, or recorded'	autograph, paragraph, photograph
-hood	forms nouns that describe a condition or state	fatherhood, childhood
-ic/-ical	forms adjectives	athletic, dramatic; alphabetical, magical
-ician	forms nouns that describe what a person does	electrician, magician, musician
-ification	forms nouns from verbs that end in <i>-fy</i>	disqualification, qualification
-ing	forms nouns and adjectives from verbs	building, devastating, feeling, writing
-tion/-ision	forms nouns from verbs and adjectives	action, collision, confusion
-ise/-ize	forms verbs	advise, apologise, realise
-ish	forms adjectives that show the nature of someone; or mean 'rather' or 'not exactly'	foolish, selfish; brownish, smallish
-ism	forms nouns	baptism, Hinduism, Judaism
-ist	forms nouns that show what someone does; or someone's beliefs	artist, chemist, journalist, sexist, atheist
-itis	forms nouns that name an infection	bronchitis, tonsillitis
-less	forms adjectives meaning 'without'	careless, hopeless, spotless, useless
-ness	forms nouns from adjectives	happiness, kindness, sadness
-ology	forms nouns that name the study of something	biology, ecology, technology
-ous	forms adjectives that describe a certain quality	dangerous, envious, mischievous
-ship	forms nouns	friendship, hardship
-sion/-tion	forms nouns from verbs and adjectives	action, collision, confusion
-some	forms adjectives	awesome, gruesome, handsome
-teen	means ten (in numbers)	eighteen, fifteen
-ward/-wards	forms adjectives and adverbs, usually showing direction	backward, outwards, toward
-wise	forms adverbs and adjectives	clockwise
-y	forms nouns, usually showing feelings	jealousy, rainy, sympathy
-y/-ie	forms informal diminutives; forms informal names	auntie, birdie, doggie; daddy, mummy, Tommy

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Semantic terms

Synonyms, antonyms, etc.

Use the **semantic terms** described below to develop your vocabulary further.

In the case of **synonyms**, **choosing the plain English** word if faced with a choice often makes the meaning you are trying to convey clearer to your audience. (See page ASP20.)

Semantic term	Explanation	Example
antonym	has the opposite meaning to another word (sometimes a prefix or suffix is added to the root word to form the antonym)	happy → sad; certain → uncertain; valuable → valueless
borrowed word	part of a language but originally from a different language	bakkie (Afrikaans – pick-up van); curriculum vitae (Latin – outline of a person’s achievements); donga (IsiXhosa, IsiZulu – ditch)
homograph	words that have a slightly different pronunciation because a different syllable in the word is stressed or because the vowel is pronounced differently, and different meanings	minute = 60 seconds (pronounced min -uht) and minute = very small (pronounced my- nyoot)
homonym	words that have the same sound and spelling but have different functions and meanings	peer (noun) = a person who is of the same age or position in society as you, and peer (verb) = look closely at something because you cannot see well
homophone	words that sound the same but have different meanings and are spelt differently	rode/road; jeans/genes; its/it’s; to/too/two; whose/who’s; their/there
neologism	new words used by many people that become part of the language	podcast, blog, influencer, (computer) mouse, phishing, photoshop, state capture
one word for a phrase	words that sum up a description	(the study of) planning and making things such as machines, roads or bridges = engineering; in the near future = soon
paronym	words that are derived from another word (come from the same root word) and have a related meaning, or words that are formed by adapting a foreign word	imaginary (that exists only in your mind or not real) and imaginative (creative); office from Latin <i>officium</i> (from <i>opus</i> [work] + <i>facere</i> [do] = to do a task)
polyseme	a word that has more than one meaning	lead (noun) = 1 The first place or position in front of other people; 2 a long piece of leather or a chain that you tie to a dog’s neck so that it walks with you; 3 a long piece of wire that brings electricity to things like lamps and machines
synonym	has the same meaning as / similar meaning to another word	big and large; disheartened and heartbroken

Note: **Confused words** differ from **paronyms** in that they sound the same but do not come from the same root word, e.g. *affect* (verb) = to change something, usually in a bad way, and *effect* (noun) = change that happens because of something, or a particular look, sound or feeling that an artist or writer wants to create. In this dictionary, easily confused words are often explained in a Spelling box feature.

Figures of speech and sound effects

A **figure of speech** (including **sound effects**) is a word or phrase that is used in a different way from its usual meaning. Here is a list of the most common ones.

Figure of speech or sound effect	Meaning	Examples
alliteration	using the same letter or sound at the beginning of words that are close together	Betty baked some butter buns.
assonance	two or more words that are close together have the same vowel sounds but different consonants	my darling, my darling, my life and my bride
contrast	the clear difference between things, usually introduced by using words such as <i>but, however, instead, unlike</i>	I have seen roses damasked, red and white, but no such roses see I in her cheeks
euphemism	words you use instead of other words that may be embarrassing or unpleasant	to pass away instead of to die
hyperbole	when something is exaggerated to create humour or to emphasize something	I'm drowning in work!
imagery	language that produces pictures in the mind of the reader/listener	The farmhouse stood in a gentle meadow surrounded by a sighing forest .
irony	when you say something that is the opposite of what you mean, often to create humour, or when something is the opposite of what it should be	When he screamed at me, I said, "You are in a good mood!"
litotes	an ironic understatement using a negative to express an affirmative	She won't be attending class for She will bunk class
metaphor	a word or phrase used to compare something to something else that has similar qualities	We had a blazing row! My blood was boiling .
metonymy	when something associated with a person or thing is used to represent it	There was a statement from Luthuli House . (representing the ANC)
onomatopoeia	when words sound like the things they name	splat, sploshing in the mud
oxymoron	when two words that are opposite in meaning are placed together	There was a deafening silence .
paradox	statements or situations that seem contradictory or strange together	The only constant is change .
pathetic fallacy	the effect produced when animals and things are shown as having human feeling	Suddenly [Napoleon the boar] walked out without uttering a word .
personification	a comparison in which an object has human qualities	The car coughed and spluttered .
pun	a clever play on words that have more than one meaning or sound the same	Trust your calculator . It's something you can count on .
sarcasm	when you want to hurt someone and you say one thing but mean the opposite	You are so clever , aren't you!
simile	a comparison in which <i>like</i> or <i>as</i> is used	He rode like the wind.
symbol	a sign that has a special meaning	an olive branch for peace
synecdoche	a part representing the whole, or the other way around	many hands make light work (hands represent the whole person)
understatement	a statement that makes something seem less important than it really is	I am happy . (meaning I am absolutely delighted)

Metalinguage

Critical language awareness

‘Metalinguage’ refers to the language we need to use in order to perform a particular task, e.g. to critically or creatively analyse texts. This includes not only **rhetorical devices** such as figures of speech and sound effects (see page ASP8), but also **critical language awareness** and knowledge of the **structural elements** in texts.

Here are some of the **elements of critical language awareness** you will need to recognise when you critically analyse a text.

Element	Meaning
assumption	thinking that something is true although you are not really sure
bias	a strong feeling of preferring a person or thing, not based on fair reasons
catharsis	the process of releasing and providing relief from strong emotions such as pity and fear by watching the same emotions being played out on stage
connotation	when a word makes you think of something else in addition to its main meaning
denotation	what something means
deus ex machina	an unexpected power or event that suddenly appears to resolve a situation that seems hopeless
dramatic irony	when a character’s words carry an extra meaning, especially because of what is going to happen that the character does not know about
emotive language	language that evokes strong emotions in the reader, so that the reader is influenced to think what the writer wants them to think
hubris	too much pride or self-confidence, especially when shown by a tragic hero or heroine who tries to defy the gods or fate
implied meaning	when something has been suggested without actually saying it
including/excluding information	the choice to include or exclude information is a writer’s way of presenting their viewpoint to the reader; it can also be a way of manipulating the reader
inference	a conclusion or opinion formed using the facts that you have
manipulative language	language used specifically to influence the reader to think what the writer wants them to think
nemesis	what happens when the hero or heroine’s past mistakes or sins finally cause their downfall and death
point of view (of the writer/producer)	the writer/producer’s opinion or way of thinking about something
prejudice	a strong idea that you do not like somebody or something, for a reason that is wrong or unfair

ASP10

Vocabulary

Structural elements

Structural elements are the elements that determine the structure (layout or build) of literary texts (including novels and short stories, drama or plays, poetry, and screenplays for films). You will need to use these terms when analysing a text.

Element	Meaning	Genre
act	one of the main parts into which a play is divided	drama
anti-climax	the climax of a novel, etc., that is not as satisfying as expected or as exciting as the build-up suggested	novel, drama, film
characterisation	the portrayal of a character through their unique qualities or features	novel, drama, film
climax	the most important part or moment in a work of literature or a film	novel, drama, film
conflict	opposing ideas or characters that create tension	novel, drama, film
denouement	the final part of a novel, drama or film in which everything is explained or resolved	novel, drama, film
dialogue	the words people say to each other in a book, play or film	novel, drama, film
exposition	an explanation of why something is happening	novel, drama, film
falling action	the part of a novel, play or film that comes after the climax	novel, drama, film
genre	the genre or type of literary text that greatly influences its structure, e.g. whether the text is a novel, play or poem – each with its own <i>subgenres</i>	novel, drama, poetry
line	all the words in one row of a poem	poetry
metre	the rhythm of poetry determined by the arrangement of stressed and unstressed, or long and short, syllables in each line of the poem, e.g. Double, double, toil and trouble. / Fire burn and cauldron bubble.	poetry
monologue	a speech given by one character	drama, film
narrative	the storyline in a literary work or film	novel, drama, film
narrator	the person or character telling the story	novel, drama, film
plot	what happens in a story, play, or film	novel, drama, film
refrain	the repetition of lines, verses or stanzas of a poem or drama	poetry, drama
repetition	when words are repeated to create a rhythm or to add emphasis, e.g. Row, row, row your boat ...	poetry, drama
resolution	the ending of a story, play, or film where all is explained	novel, drama, film
rhyme	when the ends of words at the ends of lines in a poem sound the same, e.g. The little mouse / crept quietly into the house .	poetry
rhythm	a regular pattern of sounds that come again and again (see metre)	poetry
rising action	what happens before the climax in a story, play, or film	novel, drama, film
setting	the background of a story, play, or film	novel, drama, film
soliloquy	a speech in a play for one character who is alone on the stage and speaks their thoughts aloud	drama
stanza	a group of lines in a poem that form a separate unit	poetry
verse	a poem that has rhythm and rhyme	poetry
text type	a certain kind of text with its own structural rules – types of <i>poetry</i> , for example, include a couplet, a sonnet, blank verse and free verse	all genres, but poetry used as an example here

FILM

For film, additional elements may include camera work and editing (including different kinds of shot, soundtrack, lighting and special effects).

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Instruction words in tests and exams

In exams it is very important to read instructions carefully. This table shows the categories of questions you can expect in tests and exams. Make sure you know exactly what these instruction words mean. This will help you to answer the question that is asked. Look up the key verbs in your dictionary if you are not sure what they mean.

Answer expected of you		Key verbs in instructions			
Level 1 simplest level	Knowledge These instructions ask you to recall or remember information and show what facts you know, e.g. Who are the main characters in this story?	collect complete count define describe draw	examine fill in find give identify label	list match name quote recall relate	show state tabulate tell write
Level 2	Comprehension These instructions ask you to show that you understand something, e.g. Explain why John and his sister were living in the house.	account for classify describe discuss explain identify	illustrate indicate interpret locate mention paraphrase	predict provide recognise report restate review	select state summarise translate
Level 3	Application These instructions ask you to use your knowledge or information in some way, e.g. Dramatise the argument between John and his sister in a role-play.	apply arrange calculate change choose combine connect	construct demonstrate discuss critically dramatise employ examine	enlarge formulate illustrate integrate interpret operate predict	schedule show sketch solve suggest use
Level 4	Analysis These instructions ask you to think about information in a critical way, e.g. Compare John's reaction to winning the lotto with his sister's reaction to it.	appraise analyse categorise compare contrast	consider criticise deduce distinguish differentiate	discriminate examine experiment explain illustrate	indicate investigate question test
Level 5	Synthesis These instructions ask you to use information to create something new, e.g. What do you think would have happened if John had not told his sister about the winning ticket? Rewrite the end of the story.	assemble compose construct combine	create design develop discover	formulate integrate modify plan	produce propose rewrite
Level 6	Evaluation These instructions ask you to pull together several ideas and to be critical and creative, e.g. Do you think it's a good idea to buy lotto tickets? Explore this, and use examples from the story to justify your response.	appraise argue assess comment compose conclude	compile criticise defend evaluate explore	decide justify judge measure select	support value verify

Listening and taking notes

Listening is a crucial skill in the classroom, as it enables learners to absorb information and actively take part in conversations, group work, class discussions, etc. (in short, to learn **informally**). Listening can also happen in a **formal** situation, e.g. during a reading aloud session, panel discussion or debate. The listening process is a lot like the reading process (see ASP17), but moves faster, as you can't pause or reread the words. *Keep a pen and paper ready for making notes.*

The listening process has three steps:

1) Pre-listening

Usually the teacher will prepare learners for listening, e.g. by –

- helping them draw on their **previous knowledge** of the topic;
- asking **questions** about the topic;
- prompting them to **brush up** on **related vocabulary**; and
- asking them to **predict** what the content will be about.

2) Listening

Having prepared yourself as best you could for the session with the help of your teacher, apply the information you have collected above by –

- **listening for meaning** (as with writing and speaking, where you can use a mind map to identify main ideas and supporting material, try to sort the important information from the rest and note your ideas on your notepad);
- **making connections** (try to link what is being said with your predictions, what you know about the topic, and the related vocabulary you are familiar with – using these to make *connotations* and *inferences* in order to grasp unfamiliar words and ideas);
- **critically analysing** (*evaluate* what is being said e.g. whether facts are true or not, *interpret* the tone of the message e.g. listen for emotive or manipulative language, bias, prejudice, or stereotyping, and form your own *opinion* of the message the speaker is delivering e.g. whether there are flaws in the argument and whether the speaker's viewpoint is valid or not); and
- **using non-verbal clues** (be aware of the speaker's body language and gestures e.g. eye contact may signal an important point being made).

3) Post-listening

After applying your pre-listening and listening skills (above), you should be able to –

- **answer questions** on the information you have received;
- **summarise** what you have heard;
- **make notes** you can refer to later to recall the information; and
- **draw your own conclusions** in order to express an opinion about the topic.

TAKING NOTES

Whether you are writing down what the teacher says in class, listing questions about a story that is being read aloud, or preparing to respond to what a speaker says during a debate, taking notes comes down to making a good summary:

- Use your 'mental' mind mapping skills (see 'Note' on page ASP18) to identify the main ideas and separate them from the supporting material.
- Pick out key words and phrases and write these down. Afterwards, look up the spelling and/or meaning of these words in a dictionary if you don't know them already and add them to your personal dictionary.
- Return to your notes later to flesh out your ideas while they are still fresh in your mind.
- Depending on the situation, you may want to outline, paraphrase or retell what the speaker has said.

The golden rule is to explain it to yourself in a way that makes sense to you!

Speaking

Preparing a speech or presentation

There are various situations in which you may be required to speak before an audience. Some situations will be **formal**, such as giving an oral presentation, prepared or unprepared speech, prepared reading aloud, doing an interview, or taking part in a panel discussion or debate. Other situations will be **informal**, such as having a dialogue, conversation or discussion, taking part in group work, or doing unprepared reading aloud. Below we shall be focusing on formal speaking.

Formal speaking

As with process writing (e.g. when writing an essay), there are **five steps** you can take in most formal speaking situations: planning, researching, organising, practicing and presenting.

1) Planning

Before you start:

- Check the **time** allowed for your talk and any guidelines.
- Think about the **purpose** of your talk: is it to inform, to entertain, or to persuade your audience?
- Think about the **audience**. Who are they? How much do they already know? What will interest them?
- Decide on the **topic** if you do not know this already. If you do, decide on the **specific area** that you will present. Be realistic about how much you can cover in the time allowed.
- Collect **ideas**.

2) Researching

Once you know your topic and have collected ideas, gather more information if you have to.

- Use a **library** and ask the librarian to help you if you are unsure of where to find books that are relevant to your topic.
- If you have access to the **internet**, google your key words (type them in the search box) to learn more about your topic. Scan the article titles that come up in the search and select a few that seem most appropriate. (This is to protect yourself from 'information overload', as there may be hundreds or even thousands of articles on a topic.)

PREPARING AUDIO/VISUAL AIDS

Audio, visual or audiovisual aids can help you to communicate your talk to the audience if they are prepared carefully and used well. These can include sound clips or music (audio), pictures, photographs, charts, posters and objects (visual), or video clips (audiovisual).

3) Organising

Just as when you are writing an essay, organise your ideas into main ideas and supporting material.

- Use a **mind map** (see 'Note' on page ASP18) to work out which ideas are the most important and in what sequence they should go to form a coherent whole (that makes sense).
- **Develop** your ideas further and support them with examples. **Writing** these out helps you remember what you want to say. **Highlight** key words and phrases.
- Transfer your notes to **cards** that you can refer to while you are speaking. (Each new idea should be on a separate card, just like paragraphs in an essay.) Remember to **number** your cards.
- Make sure you use the correct **format**, e.g. in a formal speech:
 - start by stating the **topic**;
 - address your **audience**;
 - give an **introduction** (overview of what you will be covering in your speech);
 - give the **speech**; and
 - end off with a **conclusion** (summarising your main points in relation to the topic).
- Use the correct **vocabulary** (e.g. words relating to the subject matter or words of a technical

ASP14

Speaking

nature, where relevant) and **appropriate language** (e.g. formal or informal register, no slang or swear words, no prejudice).

Note: Try to get the attention of your audience at the beginning, e.g. with a story, joke or surprising fact.

4) **Practising**

The more you practise, the more confident you will feel and the better your talk will be.

- First, practise your talk **alone** until you can speak fluently and confidently from your notes and keep to the time allowed.
- Then practise with **one or more friends** listening. Ask them for feedback.
 - Are you looking at the **audience**?
 - Is your voice **loud and clear**?
 - Are you **pronouncing** words correctly?
 - Do you **vary the tone** of your voice to keep the audience's attention?
 - Are you **pacing yourself** (using pauses, repetition and rhetorical questions) instead of rushing through the speech?
 - Are you **using body language** (posture, expressions and gestures) to emphasise words and signal interest?
 - Does the talk **make sense**?
- If you can, practise at least once with any **equipment** you will use.

5) **Presenting**

You are now ready to **present** your speech to an audience. Take a deep breath, remember to make eye contact, and make your introduction and conclusion count!

USING YOUR DICTIONARY FOR SPEAKING

Your dictionary is a very helpful tool you can use to check the following when preparing for a speech, oral presentation, or debate:

- **Pronunciation** (respelling of the word in brackets after the headword);
- **Vocabulary** (e.g. subject labels and etymology/origin notes will give you clues as to whether a word belongs to the field you are covering);
- **Grammar** (look at example sentences, usage boxes, and the Study Pages in the middle of this dictionary to guide you);
- **Register** (whether a word is formal or informal – look out for the 'informal' or 'slang' label).

Expressions in conversational English

Here are some expressions you may need in certain situations.

Meeting and greeting • Good day/morning/afternoon/evening (formal) • Hello, hey, hi (informal) • How are you? • I'm fine, thanks. • What is your name? • My name is ... • This is my friend, ... • I'm pleased to meet you. • Please/thank you • You're welcome/no problem/it's a pleasure • Goodbye (formal) • Bye/cheers/see you tomorrow (informal)	At school • What grade are you in? • I'm in Grade 7. • Where is the Grade 8 classroom/principal's office? • I'm sorry I'm late. • What is the teacher's name? • What time is break? • Where is the toilet? • Do we have any homework? • Let me show you my diary. • Would you like me to help you with your homework? • Thanks, that's very kind of you!
Help with speaking • Do you speak English? • I'm afraid I don't speak English very well. • Sorry, I don't understand. • Please repeat that. • Speak slowly, please. • Please explain. • How do you spell that word? • Please translate that word into English.	Spending time with friends • What would you like to do? • Where do you want to go? • Where/what time shall we meet? • What would you like to eat/drink? • Would you like some more? • I would like to order ... • May I have the bill, please? • Thanks for the meal.
Asking permission • Please let me ... • Can/may I ...? • Would you mind if I ...?	Interrupting • Sorry, ...? • Excuse me, ...? • Pardon me, (but) ...?
Giving or asking for help • Can/may I help you? • Do you need help? • What are you looking for? • Please help me with ... • Would you help me to ...? • I need some help with ...	Getting around • Where is the train station/bus stop/taxi rank? • I would like to buy a ticket. • How much is it to ...? • I want to get off at the next stop. • I'm lost! Can you tell me how to get to ...?
Money matters • Have you got any money? • How much do you need? • Where is the nearest bank/ATM? • I would like to buy ... • How much is it/does it cost? • I need to buy some data for my cellphone.	Staying safe • I said no! • Leave me alone! • Call the police! • This person is harassing me. • I want to report a ... • I want to make a statement. • I would like to see a counsellor.
Time • What time is it? • What's the date today? • He posted the letter yesterday. • I'll receive the letter tomorrow. • I'll do it next week/month/year. • At night, we sleep. • In the morning, I wake up early.	Going to the doctor • Where is the nearest hospital? • This is an emergency. • Please call the doctor/an ambulance! • I would like to make an appointment to see the doctor/nurse. • I'm sick. I need some medicine/a prescription/a doctor's certificate.

ASP16

Speaking

Everyday conversations

Below are some examples of conversations you can expect to have in everyday life. You can practise them by asking a friend to role-play the situations with you; then swap around so both of you get to practise the possible answers to questions or typical reactions to statements.

"I am Sarah. What is your name?"

"My name is Bongani."

"Where are you from?"

"I'm from KwaZulu-Natal."

"Where do you live?"

"I live in Ulundi."

"What is your address?"

"It's 10 Undabankulu Street, KwaZulu-Natal, postal code 3838."

"May I please borrow your pen so that I can write down your contact details?"

"Of course! Here it is."

"Do you have an email address?"

"Yes, you can email me at ..."

"Have you got a cellphone?"

"Yes, I do."

"Please text (SMS, WhatsApp) me your number."

"What's your phone number?"

"My number is ..."

"I would like to join the library."

"Sure, just fill in this form and I'll issue you a card."

"May I borrow this book?"

"Yes, but you have to return it in three days."

"Can you help me find a book?"

"Of course. What's the book's title?"

"It's *Long Walk to Freedom*."

"Who is the author?"

"It's Nelson Mandela."

"Where are we writing the exam?"

"In the school hall."

"May I keep my cellphone with me?"

"Yes, but you have to turn it off."

"May I borrow a pen?"

"Certainly, you can have one of mine."

"Will you bring me some more paper, please?"

"How many pages do you need?"

"Three will be enough, thank you."

"Time is up. Please stop writing and hand in your papers."

"Hello, this is Gugu calling. Is Lungile there?"

"Yes, she is. Let me call her for you."

OR

"No, she isn't. May I take a message?"

"Yes, please. Will you tell her that I called?"

"I'll do that. Bye now!"

"Thanks. Goodbye."

"Here's our menu. What would you like to order?"

"I'd like the chicken burger, please."

"Would you like something to drink?"

"I'll have some orange juice, please."

"Is there anything else?"

"No thanks, I've had enough."

"May we have the bill, please?"

"How will you be paying – cash or by credit card?"

"By card. Please add a 10% tip for your service."

"Please sign the slip. Here is your copy."

"Thanks for the meal. It was delicious."

"You're welcome!"

"Hello, I'm Dr Ndlovu. How can I help you?"

"I'm feeling sick."

"Can you tell me what the problem is?"

"I've got a sore throat."

"I would like to examine you."

Please put out your tongue.

Breathe in. Breathe out.

Does it hurt if I press here?"

"Not too much."

OR

"Yes, that hurts a lot."

"I am going to prescribe some medicine.

Here is your prescription. Take it

to the pharmacy to get your medicine.

You have to finish your medicine.

Do not stop taking it if you feel better.

Come back if you don't feel better in three

days."

KEEPING THE CONVERSATION GOING

Even if you don't know all the words, there are many ways of keeping a conversation going.

- Think of a word with a similar meaning (synonym).
- Describe what the word means. For example, say "a big animal with a long nose" for "elephant".
- Restructure your sentence so you don't need to use that word.
- Ask your audience if they can infer what you mean by listening to the rest of the sentence.

Reading

Reading is not just being able to sound and pronounce the words we see on paper or an electronic screen. The purpose of reading is understanding (comprehending) the **meaning** of the text. When you approach a text for the first time, there are several **comprehension strategies** you can follow to make meaning. Some of these are: using word attack skills, looking for contextual clues, and using dictionaries.

Before you start (Prereading)

Even before you start reading, you can familiarise yourself with the text features by looking closely at the text features. For example, what does the **title** tell you? Are there any **headings** and subheadings that give you further clues as to what the text is about? What do the **visual elements** (e.g. illustrations, diagrams, icons, graphs or charts) suggest? Does the text have a certain **structure** or **language features** that tell you what to expect? Skim or scan the text for **unfamiliar words**; then use word attack skills (see box below) to decipher them, or look them up in your dictionary.

Reading for meaning

Once you start reading, try to make sense of the text by using what you’ve learnt from your prereading strategies to make **predictions**. You may be able to make **connections** to the ideas you have already formed, or look forward in the text for **information**. You can also try **visualising** the story, or **inferring** (form an opinion using the facts you have) meaning.

Remember to look out for the **main ideas** in the text as you go along. Identify **key vocabulary** to help build a sense of what the text is about. Be aware of **context** (the words that come before and after another word or sentence), which might offer you clues as to the meaning of a word, phrase or sentence.

Note: If you find the text difficult, try reading at a **slower speed** to allow yourself more time for decoding, and **re-read** a sentence or passage that doesn’t make sense.

DECODING TEXT THROUGH WORD ATTACK SKILLS

If you are confronted with an unknown word, use the following strategies to decode it (work out what it means):

- Sound out the word. Listening to the word being spoken out loud may trigger connotations (what a word makes you think of in addition to its main meaning).
- Look for familiar roots, prefixes or suffixes.
- Are there any definitions, commas, quotation marks, or graphic cues (e.g. boldface or italic) that can help you determine the meaning?
- Are there idioms and proverbs that provide clues?
- Make a connection to a word you know and test it in the sentence to see if it makes sense.
- Read the sentence more than once, concentrating on different aspects.
- Read on and look out for clues, e.g. if the word is repeated in another sentence, compare the two sentences to figure out what meaning the word has in common.
- Use things you already know about the text to work out what the word might mean.

Note: If the word attack skills fail, use your **dictionary** to find out how the word is *spelt*, how it is *pronounced*, what *part of speech* it is, and what it *denotes* (means). A good dictionary will give you the *plurals* of nouns and the *verb forms*. Your dictionary may also give you information about the *origin* of words based on Latin or Greek, or tag words as *dialect*, *borrowed*, or *slang* words, or words from a *specialised subject field* (e.g. Maths or Science). You may find either *definitions* or *example sentences*, or both: definitions will make the meaning clear; example sentences will show you how the word is used in a sentence. Some dictionaries will have *Thesaurus features* like usage notes, derivatives, or cross-references to synonyms and antonyms.

Writing

Structure

Once you have your vocabulary, noun plurals and verb tenses sorted, the next step is to arrange words into sentences, group the sentences into paragraphs, and order the paragraphs into a comprehensive structure that usually starts with an **introduction**, followed by the **body** (which may consist of several paragraphs telling a story or setting out an argument, for example), and ending with a **conclusion**. Here is how to go about it.

Sentence structure

There are four types of sentence, namely a **statement**, e.g. *I entered the competition by SMS.*; a **question**, e.g. *Why did you enter that competition?*; an **exclamation**, e.g. *I've won a prize!*; and a **command**, e.g. *Never SMS your personal details!*

SUBJECT AND PREDICATE

A sentence is a group of words that has a clear and complete meaning. It always has a subject and a finite (complete) verb, e.g. *Bulelani* (subject) *is wearing* (finite verb) *sunglasses*.

The **subject** tells you who or what does the action of the verb. It can be a noun, pronoun or noun phrase (a group of words without a finite verb), e.g. *Bulelani* (noun) / *He* (pronoun) / *The boy on the deck* (noun phrase) *is wearing sunglasses*. The subject must always agree with the finite verb, e.g. *My friend and I* (subject is plural) *are going* (plural form of verb) *for a swim*.

A sentence can be divided into a subject and a **predicate**, e.g. *I* (subject) *am enjoying the warm weather* (predicate). The predicate tells you more about the subject, e.g. what it is doing or how it is feeling, and always starts with a verb, e.g. *Erna swims* (finite verb); *Rashied is eating* (finite verb) *a vanilla ice cream* (phrase).

DIRECT AND INDIRECT OBJECTS

In a sentence, the verb is often followed by an object, e.g. *Amina* (subject) *made* (finite verb) *some tea* (object). There are two types of object: direct objects and indirect objects. **Direct objects** tell you who or what received the action of the verb, e.g. *Amina made some tea* (direct object). **Indirect objects** usually come after the direct object and tell you to or for whom/what the action of the verb is being done, e.g. *Amina made some tea* (direct object) *for her mother* (indirect object).

Some verbs are never followed by an object. They are called **linking verbs** because they link the subject to an adjective, a pronoun or a noun, e.g. to be, become, feel, look, seem, appear. The words that follow linking verbs are called the **complement** because they complete the subject, e.g. *Amina's mother feels* (finite verb) *tired* (complement – adjective).

A verb that is followed by a direct object is called a **transitive verb**, e.g. *Danie is braaiing* (linking verb) *boerewors* (direct object). A verb that has no direct object is called an **intransitive verb**, e.g. *We are travelling* (finite verb) *to Agulhas* (adverb – place) *in September* (adverb – time).

Paragraphs

Group your sentences into paragraphs by **theme** (what it is about) or **sequence** (the order in which events happen). The theme may be set out in **main ideas** and **supporting details**. In texts such as essays, for example, you will need to have an **introduction** (to say what the text is about), followed by a **body** (the text telling the story or making the argument, for example), and finally a **conclusion** (appropriate ending or summary of events).

Note: Use the **mind map technique** (write down all your ideas and then arrange them in an appropriate structure) to help you plan your piece of writing. Start by placing the main idea at the centre, with supporting ideas branching out from there, more ideas branching out from each of the supporting ideas, etc.

Process writing

Now that you are familiar with building your vocabulary as well as arranging words into sentences, the sentences into paragraphs; and the paragraphs into an organised structure, it is time to learn about the five steps of **process writing**. Following these steps will guide you to produce a piece of writing that is fit for purpose and appropriate for your audience.

FIVE STEPS

The five steps in process writing are (1) planning, (2) drafting, (3) editing, (4) proofreading, and (5) presenting. Read more about each step below.

1) Planning

Before you start writing, look at the type of text you have been asked to write.

- Does it have a specific *structure* (e.g. a formal letter), *language features* (e.g. starting with “Dear Sir/Madam”), and *register* (formal or informal language)?
- Decide what the *purpose* of the piece is (e.g. the purpose of writing an advertisement is to sell a product or service), who the *audience* will be (e.g. young/old, male/female, individual/family, professional/average person), and if it has a particular *context* (e.g. a car that has been designed with women in mind). Culture is also a contextual element.
- Write down any ideas you have; then use the *mind map* technique (see ‘Note’ on page ASP18) to organise those ideas into main ideas and supporting material.
- If you need to, do some *research* on the topic (in a library or on the internet).
- Always make sure you keep the *criteria* according to which your text will be evaluated in mind.

2) Drafting

Now that you are clear about what, why and how you need to write, and have enough information at hand, you are ready to write your first draft.

- Use all the *elements* you have identified in your planning (above) to write a rough draft.
- Use your mind map to help you organise your paragraphs in a *logical sequence*, using logical connectors or linking words/phrases.
- Think about the *language* you use – are the words appropriate for your topic, purpose and audience? Eliminate stereotyping, prejudice and offensive language.
- Use *creative language* (e.g. hunt for synonyms, choose descriptive words, and include express expressions, proverbs, figures of speech, etc.) and try to establish your own ‘voice’ or writing style.

3) Editing

Read your draft and be critical about it.

- *Evaluate* it against the set criteria (the original instructions for writing the piece). Did you use the right words? Does the sequence of paragraphs flow logically? Does everything make sense? Where can you improve?
- You can also ask a friend to read it and give you *feedback*.
- *Rewrite* your draft until you are satisfied with the outcome.

4) Proofreading

At this stage, there should be no big changes to make anymore. However, look closely at the text for small mistakes you may have overlooked.

- Check the writing for *spelling mistakes*, using a dictionary (or a spell checker if you are typing up your text on a computer).
- Check the *grammar*, e.g. concord and verb tenses.
- Look out for *punctuation* mistakes.

5) Presenting

Prepare your final draft.

- Check that you have included the necessary *structural elements*, e.g. introduction, body and conclusion.
- Give special attention to the *layout*, e.g. headings and subheadings, if appropriate.
- If you are typing up your piece of writing *electronically*, make sure you use the correct fonts, typographical features and emphasis tools (boldface, italic or underline).
- Your text is now ready to *present*.

ASP20

Writing

Plain English

It is not necessary to use complicated words to explain something clearly. It is better to use language that most people understand. To the right are some words and phrases that are often used unnecessarily. Next to each one is a less complicated alternative.



REGISTER, DIALECT AND SLANG

Register (formal or informal), dialect or colloquial speech (only used among speakers of a certain geographic area), and slang (very informal words used when talking, usually among a certain group of people or in a certain context), can also influence whether language is understood by the average reader. Be sure to choose the right register for your topic and audience; use dialect only if the piece of writing is aimed at local readers; and use slang words only in special cases (e.g. when writing an informal email to another teenager, or a story about tsotsis).

COMPLICATED WORDS AND THEIR PLAIN ENGLISH EQUIVALENTS

Complicated	Clear and simple
acquire	get
ascertain	find out
assist	help
commence	start/begin
concerning	about
endeavour	try
enquire	ask
inform	tell
magnitude	size
notify	tell
numerous	many
obtain	get
participate	join in
peruse	read
proprietor	owner
purchase	buy
regarding	about
request	ask for
require	need
residence	home/house
terminate	end
utilise	use
vicinity	area

COMPLICATED PHRASES AND THEIR PLAIN ENGLISH EQUIVALENTS

Complicated	Clear and simple
at the present time	now
at this moment in time	now
because of the fact that	because
despite the fact that	although
during which time	while
each and every one	every one
in due course	soon
in excess of	more than
in order to	to
in respect of	about
in the amount of	for
in the proximity of	close to
in view of the fact that	because
prior to	before
refrain from	stop

Types of essay

Different **types of essay** (narrative, descriptive, persuasive/argumentative, or discussion/discursive) require different ways of writing. The table below will guide you to writing the right kind of essay according to the instruction you receive.

Types of essay and their features

Type	Features
Narrative	
Entertain and tell a story	• Usually written in the past tense • Descriptive words: verbs, adjectives and adverbs make events more interesting • Figures of speech: similes, metaphors and alliteration used to sharpen descriptions • Shorter sentences build up tension • Opening paragraph should engage the reader’s interest and set the scene • Final paragraph should give the reader a sense that the story is finished • Direct speech to show character
Descriptive	
Describe something in a detailed and vivid way	• Usually written in present or past tense • Descriptive words used to give detailed and vivid pictures • Appeal to senses: see, touch, smell, taste and hearing • Figures of speech, especially similes, metaphors, alliteration and onomatopoeia • Descriptive words: adjectives and adverbs
Persuasive/argumentative	
Argue a case for a particular point of view/convince the reader to agree with a particular point of view	• Subjective, so usually written mainly in first person • Present simple tense for stating facts • Appropriate connectives (linking words) used to introduce reasons for argument, to show progression of argument, and to strengthen argument • Emotive and figurative language is used, e.g. rhetorical questions • Abstract nouns to refer to issues being argued, e.g. freedom, sexism • Modal verbs used to express certainty, probability and possibility
Discussion/discursive	
Present a balanced view or both sides of an argument	• Formal language • Present simple tense for stating objective viewpoints • Third person mostly used for stating objective viewpoints or arguments • Common nouns used to indicate general participants • Appropriate connectives (linking words) are used to introduce reasons for arguments, the progression of arguments, to strengthen arguments and to introduce contrasting ideas • Antonyms used to refer to opposing ideas • Modal verbs used to express certainty, probability and possibility

ASP22

Writing

Transactional text exemplars

Formal letter

Write the name (or position) and address of the person you are writing to here.

The Editor
The Daily Express
Main Road
Mbombela
1201

Use Sir/Madam if you do not know the name of the person to whom you are writing. Use the name and the person's title if you know this (for example, Mr T Mabandla, Dr J Smit, Ms Bongile Modise).

Dear Sir/Madam
I am writing to find out whether it would be possible for me to complete my "work experience" at your office.

I hope to become a journalist when I have finished studying and I would like to find out more about the work that journalists do. I have been working on the school magazine for the last two years and I enjoy writing and researching articles.

Write your own address here.

56 Third Avenue
Mbombela
1201
24 July 2025

Write the date here.

Use polite, formal language (no contractions or slang words).

Always end a formal letter with Yours sincerely or Yours faithfully. Use Yours sincerely if you know the name of the person, and Yours faithfully if you don't.

We are required to complete our work experience during the week of 18–22 September. If possible we should spend five whole days doing real work and observing people at work.
I very much hope that you will be able to assist me. If so, the school will contact your newspaper to confirm the arrangement nearer the time.

Yours faithfully

Sign the letter.

Anton Meyer

Anton Meyer

Print your name neatly under your signature.

Informal (friendly) letter

Write Dear and your friend's name.

Dear Nomsamo

How are you? It's been ages since we last saw each other. I hope you're enjoying living in eThekwin and that you've made lots of new friends.

I wanted to let you know that I'll be in eThekwin during the December holidays. It would be cool if we could meet sometime and catch up on all the news. I'll be staying with friends from the 15th until the 28th of December. I'll phone you when I arrive and we can make plans.

C U soon!

End your letter with Love, Love from, Lots of love, or Take care.

Love,

Chloe

PS Did you know that our old classmate Andile Ntuli is also moving to eThekwin next year?

45 Valley Road
Gqeberha
5200
22 September 2025

Write your own address here.
Write the date here.

You can use slang words and contractions.
Write your first name.

ASP24

Writing

Curriculum vitae (CV)

Personal details

List all your academic qualifications

List activities and interests; especially those that help to show your suitability for the job. List the clubs and organisations to which you belong.

List the jobs you have had, naming the most recent ones first.

Provide names and contact details of people whom a prospective employer can contact to check details of your CV or find out more about you. Get referees' permission before you name them.

Curriculum vitae (CV)
Brandon January

Personal details
Address 4 Luthuli Road
Pelican Vlei, 7441
Western Cape
Telephone 021 567 8991
Nationality South African
Identity number 9904123390488
Driver's licence Code 8
Languages English, Afrikaans, IsiXhosa

Education/qualifications
2021–25 Pelican Vlei High School
2025 Senior certificate passed:
B aggregate

Activities
• Soccer: Played for the Pelican Vlei High soccer team 2024–25 and wrote match reports for the school magazine
• Photography: 40 photographs published in school magazine and *The Vlei Herald*; chairperson of school's photographic society

Part-time employment
• December 2024 – January 2025: Photographer's assistant for Botanical Outreach. Duties: selecting and filing photographs and related data
• April and July 2022: Assistant coach for Athlone Stars, a soccer project for primary school boys

Skills
I am familiar with:
• Photoshop and PhotoWorks software
• basic techniques of digital photography

Interests
Soccer, hiking, photography, music

Referees
• Mrs D Flax, Principal, Pelican Vlei High School, 4 Disa Street, Pelican Vlei, 7441; phone 021 599 3888
• Mr D Africa, Botanical Outreach, 1 Main Road, Newlands, 7700; phone 021 661 3208

Title of document and your name

Some useful reminders

- Check your completed CV carefully for errors and if possible, get a friend to check it too. Mistakes and untidy presentation put employers off.
- Never exaggerate your qualifications or experience. People who do so may be charged with fraud.
- Have an up-to-date CV ready even if you are not planning to apply for a job. You never know when you may need one!

Electronic text (email, SMS)

WRITING A FORMAL EMAIL

Your computer will automatically put in the date and time, as well as who the email is from. You must just make sure that the **To:** address is exactly right and type in the subject.

Emails are usually short.

From: thandi.smith@polka.net
Date: 07/09/25 18:09
To: Tshwane@OUT.ac.za
Subject: Application for admission in 2026

Dear Sir/Madam

I am interested in studying Graphic Design at Tshwane University of Technology next year. Please could you send me an application form as well as details about admission requirements, registration and fees.

Thank you,
Thandi Smith

ELECTRONIC LANGUAGE (INFORMAL SMSES AND OTHER TEXT MESSAGES)

When we write text messages on our cellphones, we often use shortcuts to keep the messages short. We omit articles, prepositions and pronouns and we abbreviate words. Here are a few general examples of shortcuts.

SMS language	Translation	SMS language	Translation
2	to, two, too	l8	late
2day	today	lol	laugh out loud
4	for, four	msg	message
8	ate	no1	no one
b	be	pls	please
b4	before	r	are
brb	be right back	u	you
cu	see you	ur/yr	your

EMOTICONS AND EMOJIS

Emoticons are symbols that we can type to show how we are feeling. They are not to be confused with **emojis**, which are pictographs (picture symbols) of faces and objects that you can select from a drop-down menu on your cellphone. **PS** If you type the **emoticon** for a 'smiley' (happy) face :-)) or an unhappy face :-(on your cellphone or computer, it should automatically change into an **emoji**! 😊 😞

Emoticon	Meaning	Emoticon	Meaning
:-)	happy	:-Q	don't understand
:-(	unhappy	:-I	bored
:-D	laugh	:-*	kiss
:-P	being cheeky	:-O	surprised
:'(	crying	;-)	wink