

Grade 9

English FAL

Paper 3: Writing – Essay and Transactional.

Make sure you know the following formats:

1. Essay, p. 250-252 LB
2. Formal letter, p. 213 LB
3. CV and cover letter, p. 156 LB
4. Dialogue, p. 201 LB

Paper 4: Response to literature

Please study:

1. The Snow Goose
2. Crocodiles
3. The tiger in the tunnel
4. Two sets and their silence
5. Friends?
6. Spider and the crows

Paper 2: Comprehension, language in context and summary

Format is similar to example paper in text book p.254-257

Summary – go through your notes of what we did in class.

Language: Pay special attention to the blue pages at the end of each chapter in your text book. Also consider working through the following few pages.

Exam etiquette

Write your name, grade and class as well as your teacher, subject of the paper (Eg: English Language paper) and the date at the top of the page. Use a ruler to rule lines.

LEAVE A LINE BETWEEN EACH ANSWER.

Rule a line after each major section

Read the instructions

Never write in pencil

General exam tips:

Answer in full sentences

“The tall brown fox jumped excitedly when he saw some food” is an example of a full sentence not “he jumped when he saw food” or “she is sick” or “sick.” Unless you are directed to quote one word or are told to explicitly write down one word such as “write down one word that sums up the boy’s feelings when he saw the monster.”

Be specific

Don't answer the questions with "Because" and don't say something like "because he was sick."
The teacher says who is sick?

Give as much detail as possible.

For example: Don't just say the people were poor. Say "The majority of the population was poor because they were experiencing a financial crisis because the stock market had crashed."

One of the best ways to study is to teach another person.

So try to explain a concept (like what is a figure of speech?) without looking at your notes. If you can't then you probably don't know your work well enough and then go study again.

Look at the mark allocations

Mark allocations act as a guide to tell you how much or how little to write. If the question is out of 3 marks, then you should aim to write 3-4 facts.

Work through past papers.

You know the saying, practice makes perfect.

When reading questions...

Highlight/ circle/ underline the most important words or instructional words in the question.

For example:

"Suggest two reasons why Bloemfontein has omitted the famous son from its list of local attractions."

Language exam tips (Paper 2)

When dealing with comprehensions

- Clear your mind and read through the comprehension piece once.
- Then read through the questions.
- Then read through the piece again underlining/ highlighting any important points
- If there are words you don't understand, **don't panic**, just try to figure out what they might mean by looking at the context and the other words surrounding it.
- Refer back to the information given in the text in your answer. Where possible back up what you are saying by quoting from the text. You will also have to draw on your general knowledge for some questions.
- Before you move onto the next question, re-read the question you have just finished making sure that you have answered the question completely.

When dealing with visual literacy

Here we are testing to see if you are able to look at visual sources and analyse them to gain understanding.

All the clues and answers to the questions are within the picture/ advert/ cartoon etc.

- Look at the verbal and non-verbal communication (words that are being said as well as hand gestures, facial expression and general body language- these are what you will be tested on)
- Look at what words have been written in **bold**, are **bigger**, are a **different colour** than other words and ask yourself why?
- Ask yourself:
 - What is the general message of the picture/ advert/ cartoon?

➤ What figures of speech/ literary devices have been used to get the message across? (Eg: pun, irony, satire, hyperbole etc.)

➤ Who is the intended audience and why? What clues in the picture/ advert/ cartoon tell you that for example that advert A is aimed at teenagers? You could argue that the advert shows young people hanging around a school, wearing trendy clothes and they carry backpacks.

-When answering a question back up your answer by referring to the picture/ advert/ cartoon.

E.g.: We can see that the girl in picture A is angry because her eyes are narrowed, her arms are crossed and her lips are pursed.

When dealing with editing / language / grammar sections

-Know the difference between PARTS of speech and FIGURES of speech. They are not the same.

Parts of speech= Noun/ Verbs/ Adverbs/ Adjectives etc.

Figures of speech= Metaphor/ Pun/ Irony/ Bathos etc.

- Know all your figures of speech, how to identify them and explain them.

-Spelling is important.

Parts of speech

	NAME	FUNCTION	CLUE	EXAMPLE
NOUNS	Common noun (<i>selfstandige naamwoord</i>)	Names of ordinary, everyday things.	a, the...	There are desks and chairs in the classroom .
	Proper noun (<i>eienaam</i>)	Names of people, places etc.	Starts with a capital letter.	My teacher, Mrs Jones , comes from England .
	Collective noun (<i>versamelnaam</i>)	Names a collection or group.	Replaces "lots of..."	A staff of teachers. A class of learners.
	Abstract noun (<i>abstrakte selfstandige naamwoord</i>)	Something which is not visible or tangible (touchable).	<ul style="list-style-type: none"> You can give it to someone, but not in a box. He/She is full of... 	John's intelligence and perseverance won him the trophy.
	Pronoun (<i>voornaamwoord</i>)	Stands in the place of the noun	Can replace a noun.	Mary is given homework, and she does it diligently.
	Adjective (<i>byvoeglike naamwoord</i>)	Describing word for a noun.	The ... boy/girl/house.	The talented teacher motivated the enthusiastic learners.
VERBS	Transitive verb (<i>werkwoord</i>)	Doing word with an object.	Someone does the verb with something.	He bought a pen . She played netball .
	Intransitive verb (<i>werkwoord</i>)	Doing word without an object.	Something isn't done TO anything.	The girl laughed . The boy played .
	Auxiliary verb (<i>hulpwerkwoord</i>)	A helping verb that regulates the tense of its sentence.	It always precedes a verb.	She has done her work. They will see the movie.
	Adverb (<i>bywoord</i>)	Modifies (tells you more about) the verb.	Tells you when, where or how something is done.	He ran fast (how) at the athletics meeting (where) yesterday (when).
	Conjunction (<i>voegwoord</i>)	Joining word.	Joins two words, phrases or clauses.	She went to school although she was sick.

Preposition (<i>voorsetsel</i>)	Small words which usually relate two words and phrases to one another.	Usually precedes (goes before) nouns, pronouns and articles.	The teacher sat on the chair behind her table in the classroom and spoke to the learners.
Article/Determiner (<i>lidwoord</i>)	The words "a", "an" or "the" which precede nouns or adjectives.	"a" and "an" ... (indefinite or non-specific) "the" ... (definite or specific article)	John won a prize for history. Peter won the history prize.

Direct and reported speech

Direct speech

- Direct speech is the exact words of another person. It has two parts:
 - ✓ Firstly there will be a clause (group of words) that contains a verb like said or asked. This shows us who the speaker is and what their words are. This is followed by a comma or a colon.
 - ✓ Then you have the actual spoken words that are written in quotation marks/inverted commas.

Reported speech

- Reported speech is used when you have to repeat a conversation (i.e. direct speech) you have heard to another person.
- If you report the speaker's words immediately (i.e. in the present tense) you will begin with a present tense verb (says, asks etc) and **ONLY** change the **PRONOUNS** of the sentence. Use the same tense as the direct speech:
 - ✓ He **says**, "I am going to win today".
 - ✓ He says that he is going to win today.
- If you report the speaker's words at a later time (i.e. past tense) you will begin with a past tense verb (said, asked etc). You will change the **PRONOUNS**, **TIME WORDS**, and the **VERBS**.

Verbs used by the speaker will be changed in to a tense further back. Present tense verbs (1st column verbs) will change into past tense verbs (2nd column verbs).

Past tense verbs (2nd column verbs) will change into past participle verbs (HAD + 3rd column verb).

- ✓ He **said**, "I am going to win today".
- ✓ He said that he was going to win that day.
- ✓ He **said**, "I saw the letter two days ago".
- ✓ He said that he had seen the letter two days before.

- Questions

- ✓ Use IF or WHETHER with question words like asked, enquired, questioned etc.
She asked if... or He enquired whether...

- ✓ If the first word of a question is a question word (who, what, when, where, why, how) then use this word in the reported speech.

- "Why are you here?" asked Janet.*

- Janet asked why he was there.*

- Exclamations (Uitroepe)

- ✓ You can't use exclamations like "Ouch!" or "Hooray!" in reported speech, but you still have to show the emotions.

- Shane screamed, "Ouch! I've stumped my toe!"*

- Shane screamed in pain that he had stumped his toe.*

- The players shouted, "Hooray! We have won!"*

- The players shouted with joy that they had won.*

- Commands (Opdragte)

- ✓ A command is an order given by someone.

- The mother ordered, "Children, eat your vegetables!"*

- ✓ You can do one of two things with a command

- Leave out "that" and use "to (verb)"*

- The mother ordered the children to eat their vegetables.*

- Use "that" with "should (verb)"*

- The mother ordered that the children should eat their vegetables.*

- Other types of reporting

- ✓ "Hello Janet"

- He greeted/greets Janet.*

- ✓ "Good morning"

- She wishes/wished him a good morning.*

- ✓ "May you have a good day"

- He wishes/wished him a good day.*

- ✓ "Thank you"

- She thanks/thanked him.*

- ✓ "Congratulations"

- He congratulates/congratulated her.*

Active and passive voice

Active voice

In most English sentences with an action verb, the subject performs the action denoted by the verb.

These examples show that the subject is *doing* the verb's action.

1. John must have eaten five hamburgers.

John (subject) is doing the eating (verb)

2. Marilyn mailed the letter.

Marilyn (subject) is doing the mailing (verb).

Because the subject does or "acts upon" the verb in such sentences, the sentences are said to be in the **active voice**.

Passive voice

One can change the normal word order of many active sentences (those with a direct object) so that the subject is no longer *active*, but is, instead, being *acted upon* by the verb - or *passive*.

Note in these examples how the subject-verb relationship has changed.

1. Five hamburgers must have been eaten.

Hamburgers (subject) are being eaten (verb).

2. The letter was mailed.

The letter (subject) was being mailed (verb).

Because the subject is being "acted upon" (or is *passive*), such sentences are said to be in the **passive voice**.

How to change a sentence from the active to the passive

Step 1: Identify the subject of the active sentence and move it into the place of the object of the passive sentence

The subject is the one the verb is being done TO. (Hamburgers/The letter....)

Step 2: Identify the tense (THE TENSE SHOULD STAY THE SAME)

Present: is/am/are/do/does OR a first column verb

Past: was/were/did OR a second column verb

Future: will/shall + a first column verb

Simple: ONLY a first/second column verb

Continuous: -ing attached to a verb

Perfect: has/have/had + a third column verb

Step 3: Change the verb into the passive form

The tense of the sentence should never change – study the passive forms on the following page. Always use a 3rd column verb. (...must have been eaten.... / ...was mailed...)

Step 4: Add the object of the active sentence with the preposition *by*

The object is added when it was specific. He/She/They etc. are not included. (...by John. / ...by Marilyn.)

How to change a sentence from the passive to the active

Step 1: Move the passive sentence's subject into the place of the active sentence's

The subject is the one the verb is being done TO. (...hamburgers / ...the letter...)

Step 2: Identify the tense (THE TENSE SHOULD STAY THE SAME)

Present: is/am/are/do/does OR a first column verb

Past: was/were/did OR a second column verb

Future: will/shall + a first column verb

Simple: ONLY a first/second column verb

Continuous: -ing attached to a verb

Perfect: has/have/had + a third column verb

Step 3: Change the verb into the active form

The tense of the sentence should never change – study the passive forms on the following page. (...must have eaten.... / ...mailed...)

Step 4: Add the object of the passive sentence and remove the preposition *by*

The object is added when it was specific. He/She/They should be added if the passive sentence did not contain a doer. (John... / Marilyn...)

Concord

1. The subject and verb must agree in number and person
 - Decide whether the subject is singular or plural
 - Match the verb to the subject
2. The subject may consist of a group of words
 - Look out for collective nouns: The class of learners **was** kept in after school.
 - My brother and sister **are** coming for a visit.
3. The subject may be used with more than one verb
 - The film **deals** with the dangers of drug abuse and **is targeted** at teenagers.

4. A pronoun must agree with the noun that it is replacing in number and gender.

- A woman paid for her ticket. The women paid for their tickets.

5. Rules to remember

5.1 And

Janet and Barry **are** good sprinters.
Bacon and eggs **are** both sold out.
Macaroni and cheese **are** both rather fattening.

Two ideas or items

BUT

Bacon and eggs **is** my favourite breakfast.
Every man and woman **is** concerned.
Macaroni and cheese **is** baked in the oven.

5.2 Or

... or ...
Either ... or ...
Neither ... nor ...
Not only ... but also ...
Not ... but ...

Look at the noun/pronoun NEAREST to the verb

Janet *or* Barry **is** responsible.
Janet *or* the boys **are** responsible.
Is Janet *or* the boys responsible?
Not only Janet, *but also* the boys **are** responsible.
Not the boys, *but* Janet **is** responsible.

5.3 With

with
together with
like
including
as well as

Look at the FIRST noun

Janet, *together with* the boys, **is** keen to go.
Janet, *like* the boys, **is** keen to go.
The children, *including* Janet, **are** keen to go.
The boys, *with* Janet, **are** keen to go.
Janet *as well as* the boys **are** keen to go.

5.4 Collective nouns

Always treated as singular

The *flock* of geese **is** flying in the sky. (Geese are flying in the sky)
The *panel* of judges **listens** to the speaker. (The judges listen to the speaker)
A *bunch* of grapes **is** good to eat. (Grapes are good to eat)

5.5 Amount, distance and time

When we talk about five kilometres we think of one distance, not of five different things.

Five kilometres **is** not too far to walk.

Three kilograms of steak **is** one quantity.

Twenty cents **is** very cheap for chewing gum.

Twenty minutes **is** too long to wait.

5.6 One of

One of the boys **is** a keen tennis player. (There is only one tennis player)

BUT

She is one of the girls who **love** parties. (Many girls love parties – she is one)

5.7 A group of people

You may use either a singular or plural verb, depending on how you think of the group.

The class **is** organizing a picnic. (The class is a single unit)

The family **were** arguing loudly. (The separate individuals were fighting)

5.8 Part of a thing or things

For part of a thing we use a singular verb:

Half of the ice-cream **has** been eaten.

For part of many things we use a plural verb:

Half of the sandwiches **have** been eaten.

Conditional clauses

There are three types of conditional clauses:

1. They express real possibility

Example:

- If Peter **is** here, he **will tell** jokes. (This means he may come and if he does, he will tell jokes)
- If my mom **makes** a cake, I **will eat** it. (This means my mom may make a cake and if she does, I will eat it)

Use:

- *If*+ simple present tense followed by *will/shall/is going to* + 1st column verb

2. They express something that is unlikely or improbable

Example:

- If Peter **was** here, he **could tell** jokes. (This means he probably will not come, but in the unlikely event that he does, he could tell jokes)
- If my mom **made** a cake, I **would eat** it. (The means my mom will probably not make a cake, but if she does, I would eat it)

Use:

- *If*+ simple past tense followed by *would/could* + 1st column verb

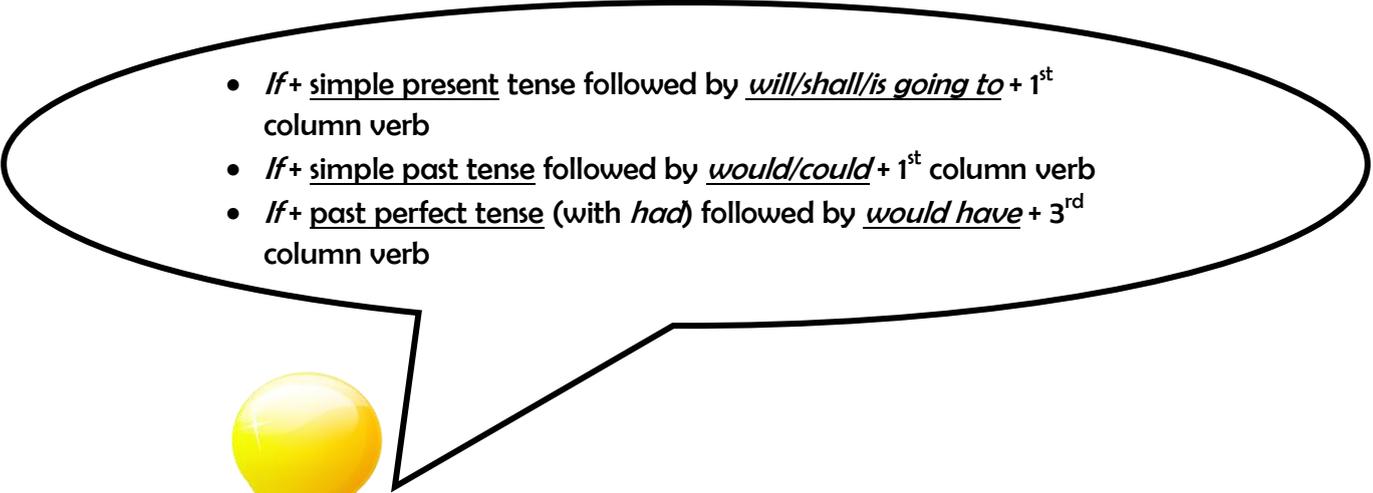
3. **They express something that is hypothetical (supposed but not necessarily true)**

Example:

- If Peter **had been** here, he **would have told** jokes. (This means we think he would have told jokes if he had come, but he did not, so he never told jokes)
- If my mom **had made** a cake, I **would have eaten** it. (This means we think I would have eaten the cake, but my mom had not, so I never did)

Use:

- *If* + past perfect tense (with *had*) followed by *would have* + 3rd column verb

- 
- *If* + simple present tense followed by will/shall/is going to + 1st column verb
 - *If* + simple past tense followed by would/could + 1st column verb
 - *If* + past perfect tense (with *had*) followed by would have + 3rd column verb



Common spelling errors

Where vs. Were

Where are you going? (where usually refers to a place) Were you there yesterday

Their vs. There vs. They're

Please put the oranges over there.

There: Shows a place

It is their fault for not

coming. Their: Shows ownership

They're quite eager to meet you.

They're: Omission (contraction of they are)

His vs. He 's

His= shows possession

That is his crayon

He's = Contraction of he is

He's going to the party tonight

Your vs. you're

Your blazer is filthy.

Your: Shows

ownership

You're the best rugby captain I know.

You're: Omission (contraction of you are)

You an idiot = WRONG

A lot

alot

A lot written as one word= WRONG A lot

A lot written as two words= right

Write vs. right

Please write this down / I like to write stories / You write nicely. Write: Action

I was right about the weather being rainy/ You were right about that coffee shop. Right: Being correct about something

This vs. These

This is a lovely dress.

This: Used when referring to one item

(singular) These boys are outrageous.

These: Used when referring to more than one thing

(plural). This cats are annoying me = WRONG

Because vs. cause

I was late because the car broke down.

The cause of the accident is unknown. Girls are smart cause they study hard =

WRONG Girls are smart coz they study hard = WRONG

Two vs. too vs. to

Two=number

I have two left feet.

Too= substitute very/also

It is too late to change subjects.

To= shows where we are going

I am going to the shop.