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Common Usage Errors

Below are words that are easily confused in writing. Write one sentence using each group of words correctly. For example: *There* are two apples over *there* and *they're* not going to eat them because *they're* rotten. Think carefully and always reread your work to avoid making these common mistakes.

1. there, their, they're -
2. to, too, two -
3. then, than -
4. loose, lose -
5. could have, should have, would have (NOT could OF, should OF, would OF) -
6. your, you're -
7. its, it's -
8. were, we're, where -
9. are, our -
10. knew, new
11. know, no
12. accept, except
13. I (never, ever, i)

Common Usage Errors

Choose the correct word and fill in the blank. Use capital letters at the beginning of a sentence.

1. _____going to visit the Palmer Museum of Art. (there, their, they're)
2. _____foundation is collapsing. (Its, It's)
3. _____of the puppies are brown. (to, too, two)
4. If you think_____ funny, you should see the movie. (its, it's)
5. The class is proud of _____progress. (its, it's)
6. _____books are on the shelf where they left them. (there, their, they're)
7. My teacher said that _____may borrow a book. (I, i)
8. Would you like to go to the movies,_____? (to, too, two)
9. Do you _____the meaning of *succinct*? (no, know)
10. Do you have a _____tooth? (lose, loose)
11. Would you please place your book over _____(there, their, they're)?
12. I _____you would be late again. (new, knew)
13. I will make dinner, _____I will serve it to you. (than, then)
14. _____the best basketball player I know. (Your, You're)
15. _____are you going? (were, where, we're)
16. Our _____ computer is excellent! (new, knew)
17. Do you want _____sweater dyed red? (your, you're)
18. This book is _____difficult to understand. (to, too, two)
19. This is _____best offer for the house. (are, our)
20. _____going on a field trip tomorrow. (were, where, we're)
21. I will _____your apology. (accept, except)
22. I would rather drive _____walk. (than, then)

23. I liked the dinner _____ for the desert. (accept, except)
24. Have you seen _____ excellent art work? (there, their, they're)
25. I _____ taken my time doing this assignment. (should of, should have)
26. Are you going _____ (were, where, we're) _____ (were, where, we're going, or are you going _____ (were, where, we're) _____ (there, their, they're) going?
27. This is _____ favorite song. (are, our)
28. I _____ really enjoyed that play if I had been allowed to go. (would of, would have)

Now or Then: Tense Consistency

Know your tenses. Read the sentence and decide if the event is happening NOW (present) or THEN (past).

1. When we went to the store, we bought five bags of groceries. _____
2. As I walk home, I whistle. _____
3. She dances so well that we cannot take our eyes off her. _____
4. He missed the catch and lost the game for everyone. _____
5. The movie is so exciting, I am clinging to my seat. _____

Proofread. Edit the sentences so they are logical because the tense is consistent.

6. I walk inside and look up: the ceiling was covered with beautiful paintings.
7. He asked her if she would go to dinner tonight, and she says, "Yes!"
8. I went to the mall. My friends were waiting for me. We go into our favorite store.
9. My dad told me that I couldn't go on the monkey bars, but I don't care. I go on them anyway, and I got hurt badly when I fell.
10. The sky is getting dark, so we went inside before it started to pour.

Choose a tense. Then change all the verbs to match that tense.

I didn't feel like paddling. Dad doesn't either. We drift at a turtle's pace around the bay. The water was speckled with morning sun in a way that makes me shiver. The osprey fly into their nests with food for the little ones. A horseshoe crab floats under our boat. Although I'd never had a liking for these creatures, this morning they were beautiful. Water bugs send small ripples toward our boat. Green littered the shoreline. Everything seemed just right.

Sentence Fragments

Read the following information, then do the exercises that follow.

1. A complete sentence is about someone or something (the subject) doing something (the verb):
 - Birds fly.
 - Pat drives a delivery truck on Saturdays.
 - Dan is an excellent athlete.
 - Mary is happy.

2. A sentence may have a compound subject:
 - Kevin and Natalie painted the house.

3. A sentence may have a compound verb:
 - Michael mowed the lawn and trimmed the hedge.

4. There are many verb forms:
 - I drive.
 - I am driving.
 - I have driven.
 - I have been driving.
 - I drove.

5. Be careful of these verb forms:
 - The -ing form can not be the proper verb of a complete sentence by itself:
Driving to California.
 - A verb with "to" in front of it can not be the proper verb of a complete sentence:
To drive to California.

6. A dependent clause includes a subject and a verb, but is **not** a complete sentence. Some words or phrases that may begin a dependent clause are: after, although, because, before, even though, if, how, since, unless, whatever, when, while, whose. These are dependent clauses that do not constitute a complete sentence:
 - After we finished the game.
 - While you are waiting.
 - Since he began working here.

Sentence Fragments

If a sentence is correct, write a C before it. If a sentence is a fragment, write an F before it and rewrite it correctly.

_____ 1. When we went shopping.

_____ 2. As soon as I get home, I am going to make dinner.

_____ 3. Forgetting where I was supposed to go.

_____ 4. If I can't go to the concert.

_____ 5. Although I passed the test, I did not do as well as I should have.

_____ 6. Without knowing her shoe size.

_____ 7. As soon as you are ready, we will leave for our vacation.

_____ 8. Though she was an intelligent girl.

_____ 9. I am cold. And afraid.

_____ 10. Many of the teenagers, who sat in the class quietly.

_____ 11. By alerting the store in time, a disaster was prevented.

_____ 12. The beginning of the story.

Run-on Sentences

A run-on sentence occurs when two sentences are joined together into one sentence, either separated by a comma, or run together with no punctuation at all.

You can correct run-on sentences in several ways:

1. You may separate the two sentences with a period, writing them as two complete sentences.
For example:
 - Run-on: Dolphins have a complex communication system some scientists compare it to human language.
 - Correct: Dolphins have a complex communication system. Some scientists compare it to human language.
2. You may separate the two sentences with a semicolon when they are closely related in meaning.
For example:
 - Run-on: Sequoia was a Cherokee scholar, he is famous for developing a written alphabet for his language.
 - Correct: Sequoia was a Cherokee scholar; he is famous for developing a written alphabet for his language.
3. You may use a semicolon plus a conjunctive adverb to join the two sentences. A conjunctive adverb, which shows the relationship between two sentences, is always followed by a comma.
For example:
 - Run-on: During the first film the class was noisy and unresponsive nevertheless the teacher decided to show the second film.
 - Correct: During the first film the class was noisy and unresponsive; nevertheless, the teacher decided to show the second film.
4. You may combine two sentences with a comma followed by a coordinating conjunction.
 - Run-on: Today Scott Joplin is enormously popular as a ragtime composer, his ragtime ballet and opera scores were not successful in his lifetime.
 - Correct: Today Scott Joplin is enormously popular as a ragtime composer, but his ragtime ballet and opera scores were not successful in his lifetime.
5. Change one of the sentences into a dependent clause.
 - Run-on: Isadora Duncan is famous as an innovator in modern dance, she rebelled against the formal choreography of ballet.
 - Correct: Isadora Duncan, who is famous as an innovator in modern dance, rebelled against the formal choreography of ballet.

Run-on Sentences

If a sentence is correct, place a C before it. If it is a run-on, write an R before it and correct it.

_____ 1. The outside of the building looked interesting inside it was very dull.

_____ 2. Shamita found her missing necklace and was very happy.

_____ 3. After the explosion the people went back to work they didn't feel safe.

_____ 4. Paul worked hard, he was rewarded with a more interesting job.

_____ 5. Kelly bought a new dress it didn't fit she returned it to the store.

_____ 6. We're going to Florida for our family vacation.

_____ 7. The food was not enough Jon wanted more.

_____ 8. Today is the first day of the rest of your life.

_____ 9. Don't drive fast it's dangerous.

_____ 10. This book is excellent, and I highly recommend that you read it.

_____ 11. What is that movie about I don't understand it.

_____ 12. Nicole ate her dinner, did her homework, and went to bed early.

Semicolons

A semicolon (;) can be used instead of a period to mark a break between two complete thoughts, but it should be used sparingly.

For example: My father hates to fly; he would rather drive under any circumstances.

Insert a semicolon where the break occurs between the two complete thoughts in each of the following sentences:

1. It rained all week parts of the highway were flooded.
2. The audience roared with laughter the comedian felt satisfied.
3. I spend eight hours a day in a windowless classroom it's a relief to get out in the open air after school.
4. Jim never goes to that gas station anymore he found out that he was overcharged for a valve job.
5. I loved the sweater my friend bought me I wear it almost everyday.

Sometimes a semicolon can be used with a transitional word and a comma to join two complete thoughts.

For example: We were short of money; therefore, we decided not to eat out this weekend.

Insert a semicolon before the transitional word and a comma after the word.

1. Exams are over however I still feel tense and nervous.
2. I did not understand her point therefore I asked her to repeat it.
3. They should dress warmly for the parade otherwise they will get cold.
4. I did not do my homework consequently I got a zero.
5. Today is a cold, rainy day furthermore it is a Monday.

Commas

Use a comma before a coordinating conjunction (and, or, but, nor, yet, for, so) that separates two independent clauses.

For example:

I would love to go to the party, but I am not feeling well today.

He is a good friend, but he doesn't always make the best decisions.

Use a comma after a phrase or clause that comes before a main clause.

For example:

Strangely, no one has suggested that we need to go to summer school.

Despite the athlete's high hopes, his illusions were shattered.

Use a comma around unessential phrases in the middle of a sentence.

For example:

Paul McCartney, an innovative writer, has written songs that have become classics.

President Kennedy, a very popular politician, did not live long enough to carry out his policies.

Use commas between items in a series.

For example:

I like tragedies, comedies, and dramas.

I like to run around the track, ride my bicycle to school, and do jumping jacks after work.

Use commas within quotation marks.

For example:

"I would like to play the violin," my sister Janice said.

Robert said, "What's happening friend?"

Commas

Place commas appropriately in the following sentences.

1. Interestingly many critics say students need to do more work.
2. As the day progresses students become more active.
3. Sharon won the award but she was not able to be at the ceremony.
4. Ron likes lemon grape and cherry soda.
5. This was not in other words the best of the experience.
6. Senator Smith who is a democrat won the nomination the first time he ran for office.
7. She was a good artist but did not have the discipline to finish her work.
8. As more anti-smoking laws are passed we see more smokers standing out in the cold.
9. Though my dogs are messy and hard to train though they chew up my shoes and give me the blues though they eat me out of house and home I still find them a necessary part of my life.
10. I am afraid of falling yet I continue to ski.
11. Since the new software was introduced it has been much easier to keep track of grades.
12. Traditional mealtimes are not observed very often and many people find themselves eating all through the day.
13. I would love to ride my bike to school but I can't make it up the hill.
14. "This is a great lesson" said Cheryl "but I can't understand it."
15. I like the way you speak not the way you act.

Quotation Marks

Use quotation marks to set off all exact words of a speaker or writer.

The little girl's mother said, "Please eat only two cookies before dinner."

"I'm afraid," the mechanic muttered to Fred, "that your car is in big trouble."

"We cannot solve a problem by hoping that someone else will solve it for us," wrote psychiatrist M. Scott Peck.

Do not use quotation marks for each new sentence. Only one pair of quotation marks is used as long as the quotation is not interrupted.

"Our report is not interesting," complained Wanda. "I wish I had worked on it harder. This is an important grade."

Quoted material is usually set off from the rest of the sentence by a comma. When the comma comes at the end of quoted material, it is included inside the quotation marks. The same is true for a period, exclamation point, or question mark that ends quoted material.

Incorrect: "Watching golf", complained Rosie, "is like watching grass grow".

Correct: "Watching golf," complained Rosie, "is like watching grass grow."

Incorrect: "Aren't you ready yet"? Dad yelled. "Hurry up, or we're going without you"!

Correct: "Aren't you ready yet?" Dad yelled. "Hurry up, or we're going without you!"

Notice, too, that a quoted sentence begins with a capital letter, even when it is preceded by other words:

Incorrect: The diner asked suspiciously, "is this fish fresh?"

Correct: The diner asked suspiciously, "Is this fish fresh?"

Quotation Marks

Punctuate the following sentences correctly.

1. I won't take anymore criticism, Kylie said to her boyfriend. Our relationship is over.
2. The clerk stated, The price of this bread has gone up.
3. Let's all turn on our computers, the instructor said.
4. The label on the chlorine bleach says, do not mix this product with other cleansers.
5. This is a movie that will scare everyone in the family, the reviewer said.
6. The boat captain said sternly, please keep your arms and legs inside the boat. Failure to do so will make the alligators happy.
7. In his book *Think Big*, Dr. Benjamin Carson writes, I had been in the fifth grade not even two weeks before everyone considered me the dumbest kid in the class.
8. Cut the onions into thin slices, the cooking instructor explained. Then place them in the hot skillet.
9. Could you turn the radio down? the passenger shouted to the taxi driver.
10. Anne Frank wrote the following in her diary: It's a wonder I haven't abandoned all my ideals, which seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.

Modifiers and Misplaced Modifiers

“Modifiers are words, phrases, or clauses that provide description in sentences. Modifiers allow writers to take the picture that they have in their heads and transfer it accurately to the heads of their readers. Essentially, modifiers breathe life into sentences.” (Robin L. Simmons. *The Modifier*. 1997-2011. Web. 18 Jan. 2011.)

Using misplaced modifiers (ones that modify something you didn't intend them to modify) is a common mistake writers make. They are among the errors most likely to confuse your readers, but they're also kind of fun to identify because misplaced modifiers can give your sentences silly meanings that you never intended.

- For example, the word “only” is a modifier that's easy to misplace. These two sentences mean different things:
I ate only vegetables. This sentence means that I ate nothing but vegetables – no fruit, no meat, just vegetables.
I only ate vegetables. This sentence means that all I did with vegetables was eat them. I didn't plant, harvest, wash, or cook them. I only ate them.
- It's easiest to get modifiers right when you keep them as close as possible to the thing they are modifying. When you're working with one-word modifiers, for example, they usually go right before the word they modify.

Here's another example of two sentences with very different meanings:

I almost failed every art class I took. (This means that although it was a close call, I actually passed all those classes.)

I failed almost every art class I took. (This means that I passed a few art classes, but failed most of them.)

- Another example of a misplaced and confusing modifier:
After our conversation lessons, we could understand the Spanish spoken by our visitors from Madrid easily. (Do the visitors speak it easily or do we understand it easily?)
This revision eliminates the confusion:
We could easily understand the Spanish spoken by our visitors from Madrid.

Reread everything you write very carefully to make sure that you are saying what you mean to say by placing your modifiers correctly.

Modifiers and Misplaced Modifiers

Rewrite each sentence so that the modifier is used clearly and correctly:

1. Confusing: Blooming abundantly, their fence was covered with morning glories.

Rewrite:

2. Confusing: Derek received high marks from the judges, playing a creative guitar solo.

Rewrite:

3. Confusing: I stared up at the clouds waiting in the doorway.

Rewrite:

4. Confusing: Brightly wrapped boxes lined the hall that had yet to be opened.

Rewrite:

5. Confusing: Helicopters flew over the houses that were used on training missions for pilots.

Rewrite:

6. Confusing: Angela leaned down and picked up the baby, who had just returned from aerobics class.

Rewrite:

7. Confusing: Dust swirled around the house that had blown in from the plains.

Rewrite:

8. Confusing: The students hiked all day on the mountain wearing rain gear.

Rewrite:

9. Confusing: Mr. Jones lectured about bridge construction in the auditorium.

Rewrite:

10. Confusing: Carrie by her enthusiasm for skating is often carried away.

Rewrite:

Pronoun-Antecedent Agreement

Read the following information, then do the exercises that follow.

A pronoun must agree in number with its antecedent. (The antecedent is the noun to which the pronoun refers.) If the antecedent is singular, the pronoun must be singular. If the antecedent is plural, the pronoun must also be plural.

Examples:

Because the man had been badly injured in the accident, he was taken to a hospital.

Because the men had been badly injured in the accident, they were taken to a hospital.

If Frank wants a raise in his salary, he will have to improve his work.

Whenever my neighbors go on a vacation, they take their dogs with them.

When indefinite pronouns are used as antecedents, they require singular subject, object, and possessive pronouns.

Examples:

Everyone did as he or she pleased.

Somebody has forgotten her lace shawl.

Either of the choices has its advantages.

Every applicant must send his or her application on time.

Each boy scout lit his fire safely.

Pronoun-Antecedent Agreement

Read the following sentences. If a sentence is correct, mark a C before it; if it is incorrect, mark an I and make the necessary changes. Look for pronoun/antecedent agreement.

- _____ 1. Someone on the girl's softball team lost their temper.

- _____ 2. When a taxpayer gets angry, they should complain.

- _____ 3. Every contestant must send in his or her application.

- _____ 4. Either Sue or Eve forgot their coat.

- _____ 5. Working mothers often have trouble finding day-care for their children.

- _____ 6. No one wants their opinions to be ignored.

- _____ 7. After the fans arrived, they cheered.

- _____ 8. When a driver sees it's snowing hard, they should slow down.

- _____ 9. If a competitor wants to win, they must train regularly.

- _____ 10. When people watch a new movie, he or she sometimes does not understand the point.

Parallelism

Words in a pair or a series should have a parallel structure. By balancing the items in a pair or a series so that they have the same kind of structure, you will make a sentence clearer and easier to read. Such parallelism will improve your writing style.

For example:

Wrong: I love reading mysteries, snuggling my blanket, and to drink a cup of tea.

Right: I love reading mysteries, snuggling my blanket, and drinking a cup of tea.

Underline the word or phrase that maintains the parallel structure in each sentence.

1. I enjoy working hard, getting paid well, and (to get a sense of satisfaction, achieving a sense of satisfaction).
2. Terry hates to get up in the morning, to brush his teeth, and (combing his hair, to comb his hair).
3. I admire her talent, her ambition, and (her ability to keep cool, she was able to keep cool).
4. The drummer kept the beat, the guitarist played the melody and (the singing was done by the piano player, the piano player sang).
5. My aunt was charming, helpful, and (kind, always doing kind things).

Cross out the element in each series that is not parallel to the other two.

- | | |
|--|--|
| 1. standing in line
to cash a check
speaking to my friend | 2. in the forest
on a trail
pitching a tent |
| 3. tall
handsome
with brown hair | 4. looking outside
was in the room
wanted to open the window |
| 5. by raking the leaves
mowing the lawn
by trimming the shrubs | 6. sturdy
made of wood
has compartments for pencils |

All of the following sentences have an error in parallelism. Write a corrected version of each sentence.

1. Come to the meeting prepared to take notes and with some questions to ask.
2. We were surprised by the gift but appreciating it.
3. Dribbling, shooting, and to pass are important skills in basketball.

4. I respected his intellect, his strength, and he was also very funny.
5. It would make my day complete to see you, going to a movie, and to have dinner with you.
6. Lisa spends her day studying, attends classes, and to listen to music.
7. My lunch included a tuna sandwich, soup, carrot sticks, and there was also some dessert.
8. We were not sure that our request for a refund was fair or it would be granted.
9. She spoke about her experience in Australia and several predictions about the country's future.
10. One of the accident victims suffered a broken arm, several broken ribs, and one of his lungs was punctured.

Rewrite the following passage, eliminating any cases of faulty parallelism.

A public library is a good place to spend an afternoon and relaxing. You can read the newspaper from any major city, spend time looking for a good novel, surf the Web, or listening to a CD. Librarians can tell you where to find a particular book and a quiet place to read it. Many libraries have display halls where you can observe artwork or just strolling around.

People find many different things to do in the library. There is usually someone studying or to write a research paper, there are those who read periodicals and those just chatting with a friend. All things considered, the library is an excellent place for meeting people, to read, or to relax.

Rewrite:

Overview and Review
The Twelve Ingredients of Good Writing

#1 - Avoid slang and colloquialisms (words used in familiar or local conversation).

- Incorrect: He is really into skateboards.
 - Correct: He enjoys skateboarding.

 - Incorrect: Jenny has got to go to Ohio for a week.
 - Correct: Jenny must go to Ohio for a week.

 - Incorrect: Scott has been doing science for eight years now.
 - Correct: Scott has been a scientist for eight years now.

 - Rewrite: Cindy Clark sure knows her stuff.
-

- Rewrite: Having something funny to say is totally awesome.
-

#2 - Avoid sentence fragments and run-on sentences. Do NOT begin sentences with subordinate conjunctions like: after, because, since, until, whenever, while, before, etc.

- *Sentence fragments:*

- Incorrect: Why do I think the author's position is preposterous? Because he makes generalizations that I know are untrue.
 - Correct: I think the author's position is preposterous because he makes generalizations that I know are untrue.

 - Incorrect: Seattle is a great place to live. Having mountains, the ocean and forests nearby. If you can ignore the rain.
 - Correct: Seattle is a great place to live with mountains, the ocean, and forests nearby; however, you need to ignore the rain.

 - Rewrite: The academy has all the programs Angie will need. Except the sports program, which has been phased out.
-
-

- Run-on sentences:

- Incorrect: Current insurance practices are unfair they discriminate against the people who need insurance.
 - Correct: Current insurance practices are unfair. They discriminate against the people who need insurance.
 - Correct: Current insurance practices are unfair; they discriminate against the people who need insurance.
 - Correct: Current insurance practices are unfair because they discriminate against the people who need insurance.
 - Rewrite: Current insurance practices are discriminatory, furthermore they make insurance too expensive for the poor and the middle class people also pay too much.
-
-

#3: Use commas correctly.

- Incorrect: My advisor suggests that I compile a portfolio of, stock, bonds, and futures.
 - Correct: My advisor suggests that I compile a portfolio of stocks, bonds, and futures.
 - Incorrect: The newspaper, that has the most unpleasant editorials, is the *Record Times*.
 - Correct: The newspaper that has the most unpleasant editorials is the *Record Times*.
 - Incorrect: After the banquet Harold and Martha went dancing.
 - Correct: After the banquet, Harold and Martha went dancing.
 - Rewrite: It takes a friendly energetic smart person to be a successful salesman.
-
-

- Rewrite: Pushing through the panicked crowd the security guards frantically searched for the suspect.
-
-

#4: Use semicolons correctly.

- Incorrect: Whooping cranes are an endangered species; and they are unlikely to survive if we continue to pollute.
 - Correct: Whooping cranes are an endangered species; they are unlikely to survive if we continue to pollute.
 - Correct: Whooping cranes are an endangered species; there are only 50 whooping cranes in New Jersey today.
 - Rewrite: You should always be prepared when you go on a camping trip, however you must avoid carrying unnecessary weight.
-
-

#5: Use colons correctly.

- Incorrect: I want: a slice of pizza and a small green salad.
 - Correct: This is what I want: A slice of pizza and a small green salad.

 - Rewrite: The chef has created a masterpiece, the pasta is delicate yet firm, the mustard greens are fresh, and the medallions of beef are melting in my mouth.
-
-

#6: Use hyphens and dashes correctly.

- Incorrect: Sixty five students constitute a majority.
 - Correct: Sixty-five students constitute a majority.

 - Incorrect: The president elect was invited to chair the meeting.
 - Correct: The president-elect was invited to chair the meeting.

 - Incorrect: The three year old boy ate a large lunch.
 - Correct: The three-year-old boy ate a large lunch.

 - Rewrite: The child was able to count from one to ninety nine.
-

- Rewrite: The adults only movie was banned from commercial TV.
-

#7: Use apostrophes correctly.

- Incorrect: You're new suit is a great color.
 - Correct: Your new suit is a great color.

 - Incorrect: The dog hurt it's paw.
 - Correct: The dog hurt its paw.

 - Incorrect: We saw the foxes' bushy tail.
 - Correct: We saw the fox's bushy tail.

 - Rewrite: The presidents limousine had a flat tire.
-

- Rewrite: Your going to love this movie.
-

#8: Pay attention to subject-verb agreement.

- Incorrect: The family have a long history.
 - Correct: The family has a long history.

 - Incorrect: The committee decide how to proceed.
 - Correct: The committee decides how to proceed.

 - Rewrite: The team run during practice.
-

#9: Use modifiers correctly.

- Incorrect: Tom and Jen sat talking about the movie in the office.
 - Correct: Tom and Jen sat in the office talking about the movie.

 - Incorrect: The dentist instructed him regularly to brush his teeth.
 - Correct: The dentist instructed him to brush his teeth regularly.

 - Rewrite: Coming out of the woodwork, he was surprised to see termites.
-

- Rewrite: The governor's conference met to discuss racial unrest in the auditorium.
-

#10: Use pronouns correctly.

- Incorrect: The teacher told the student he was lazy. (Does "he" refer to the teacher or the student?)
 - Correct: The student was lazy, and the teacher told him so.

 - Incorrect: I would rather settle in Phoenix than in Albuquerque, although it lacks wonderful restaurants.
 - Correct: I would rather settle in Phoenix than in Albuquerque, although Phoenix lacks wonderful restaurants.

 - Rewrite: Sam told Mark he was upset that he arrived late.
-

#11: Pay attention to parallelism.

- Incorrect: They are sturdy, attractive, and are only costing a dollar each.
 - Correct: They are sturdy, attractive, and only cost a dollar each.

 - Incorrect: All students should learn word processing, accounting, and how to program computers.
 - Correct: All students should learn word processing, accounting, and computer programming.

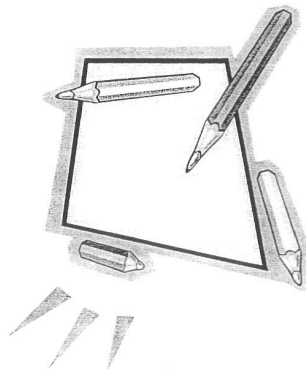
 - Rewrite: The grocery baggers were ready, able, and were quite determined to do a great job.
-

- Rewrite: The requirements for a business degree are not as strict as a law degree.
-

#12: Don't shift narrative voice.

- Incorrect: Just by following the news, you can readily see how politicians have a vested interest in pleasing powerful interest groups, but one should not generalize about this tendency.
 - Correct: Just by following the news, one can readily see how politicians have a vested interest in pleasing powerful interest groups, but one should not generalize about this tendency.

 - Rewrite: I am disgusted with the waste we tolerate in this country. One cannot simply stand by without adding to such waste; living here makes you wasteful.
-
-



*Adapted from the Kaplan New SAT Writing Workbook

Grade 8

Poetry Booklet

Practice in your poetry skill as taught in term 1 with the following poems:

The Sea	James Reeves	
The sea is a hungry dog, Giant and grey. He rolls on the beach all day. With his clashing teeth and shaggy jaws Hour upon hour he gnaws		5
The rumbling, tumbling stones, And 'Bones, bones, bones, bones! ' The giant sea-dog moans, Licking his greasy paws.		
And when the night wind roars And the moon rocks in the stormy cloud, He bounds to his feet and snuffs and sniffs, Shaking his wet sides over the cliffs, And howls and hollos long and loud.		10
But on quiet days in May or June, When even the grasses on the dune Play no more their reedy tune, With his head between his paws He lies on the sandy shores, So quiet, so quiet, he scarcely snores		15 20

Questions

1. Outline the main idea in each stanza.
- 2.1 Give the rhyme scheme of the poem.
- 2.2 Discuss the use of rhyme in stanza 1.
- 3.2 Find one way in which the metaphor is sustained in each stanza.
 - 3.2.1 stanza 1
 - 3.2.2 stanza 2
 - 3.2.3 stanza 3
 - 3.2.4 stanza 4

4.1 Discuss the effectiveness of the metaphor as it is used in

4.1.1 line 8

4.1.2 18-19

An African Thunderstorm *by David Rubadiri*

From the west
Clouds come hurrying with the wind
Turning sharply
Here and there
Like a plague of locusts
Whirling,
Tossing up things on its tail
Like a madman chasing nothing.

Pregnant clouds
Ride stately on its back,
Gathering to perch on hills
Like sinister dark wings;
The wind whistles by
And trees bend to let it pass.

In the village
Screams of delighted children,
Toss and turn
In the din of the whirling wind,
Women,
Babies clinging on their backs
Dart about
In and out
Madly;
The wind whistles by
Whilst trees bend to let it pass.
Clothes wave like tattered flags
Flying off
To expose dangling breasts
As jagged blinding flashes
Rumble, tremble and crack
Amidst the smell of fired smoke
And the pelting march of the storm.

Activity:

1. What does the poet compare the clouds to in the first verse?

TASK 1

Read the poem carefully and sort the words in bold into the boxes below.

NOUNS	
VERBS	
ADJECTIVES	

TASK 2

Create a mini dictionary of Jabberwocky words, discussing and deciding what **you** think they mean. You may have some different ideas to your peers.

The Rose That Grew From Concrete *by Tupac Amaru Shakur*

Did you hear about the rose that grew
from a crack in the concrete?

Proving nature's law is wrong it

learned to walk with out having feet.

Funny it seems, but by keeping its dreams,

5

it learned to breathe fresh air.

Long live the rose that grew from concrete

when no one else ever cared.

Take Note:

The poem "The Rose That Grew From Concrete" by Tupac Shakur is about having ambitions goals and reaching them despite the circumstances and conflicts we are faced. Tupac uses symbolism to disguise himself as the rose and the ghetto as the concrete. The message sent is that it is very burdensome to survive the hard life in the ghetto and make something of yourself.

- Line 2: Alliteration (crack, concrete)
- Lines 4-6: Personification (walk, dream, breathe)
- Line 6: Assonance (seems, keeping, dreams)

Reflection:

Are there any struggles you feel may be blocking your ambitions or goals? Write a reflective paragraph (100-150 words) discussing what you feel blocks your ambitions and goals, mention how you plan on overcoming them. Remember your "struggle" is different from everyone else's.

Walls by Oswald Mbuyiseni Mtshali

Man is

a great wall builder –

the Berlin Wall

the Wailing Wall of Jerusalem –

but the wall 5

most impregnable

has a moat

flowing with fright

around his heart.

A wall without windows 10

for the spirit

to breeze through

A wall without a door

for love to walk in

Activity:

The poem refers to two kinds of walls, a literal and figurative wall. Write a paragraph between 15 and 20 lines explaining the similarities between these walls. Mention how these walls can be destroyed and by whom.

Introduction (LB p. 73)

Go through the input in the *Learner's Book* to prepare learners for the contents of the cycle. Discuss the theme.

How to do something: Writing and following instructions (LB p. 74)

Go through the input in the *Learner's Book* with the class.

Activity 6.1 Reading instructions (individual and pair) (LB p. 74)

Answer key:

1. Learners read the two sets of instructions.
2. Learners discuss the questions and decide for themselves.
3. Learners' answers will differ but should contain the essence.
4. Learners swap their set of instructions with another pair and comment.

Remind learners to bring their instructions to class.

Commercial instructions (LB p. 76)

Use input in the *Learner's Book*. Learners have to find a set of instructions at home, like the instructions on how to colour your hair, a recipe or how to assemble something. They must bring these instructions to class.

Activity 6.2 Reading commercial instructions (LB p. 77)

Organise learners into groups of five. Learners must pass instructions around, make notes about:

- What it's for
- How it's laid out
- Any diagrams used
- Numbering
- Use of colour
- Fonts and language

Learners take turns discussing the instructions. Take care that everybody participates in the discussion. Listen to the different groups and give a general feedback after discussions have ended.

A tour for visitors (LB p. 77)

Talk about the use (negative and positive) of a GPS. Learners contribute to discussion.

Activity 6.3 A tour of Soweto (LB p. 77)

1. Background information on Soweto:
2. Learners must plan an itinerary, using the map of Soweto. They must look carefully at the map to get an idea of what it includes:
 - Where will tourists be picked up?

- Where will they (tourists) be taken?
 - In what order?
 - Time schedule?
 - The tour must end where it started.
3. Learners must also write out detailed directions for the bus driver as he/she is unfamiliar with Soweto.
 4. Learners swap itineraries and tour instructions with a partner. They must use the map; follow the instructions to see if timing and directions are correct. Give constructive feedback.
 5. Learners must also write create a flyer to advertise their tour, using pictures and photographs.

Write directions (LB p. 78)

Use input from *Learner's Book*.

Activity 6.4 Getting from here to there (individual and pair) (LB p. 78)

Learners must follow instructions in the *Learner's Book* to write directions.

Listening to directions (LB p. 79)

Go through the input in the *Learner's Book* with the class. When you read the directions to them, use your hands and body as a person normally would in giving directions. They can decide afterwards if this was helpful or not. Learners use the map of Soweto provided in the *Learner's Book*.

Activity 6.5 Listening practice (individual) (LB p. 79)

Answer key:

1. Read the following directions to the class while they trace the route with their fingers on the map.

Find Zeth Motopeng's house. Travel south west along Makhetha Street until you reach the T-junction at Legwale Street. Turn right. The next corner is Moema Street. Turn right, travel two blocks and then turn left into Phirie Street. Travel west until you are nearly at the main road, Pela Street, and turn sharply left into Khuele Street. The second road you come to is Legwale Street. Turn left and travel half a block until you reach Butshingi Street; turn right and almost immediately left into Tsubaki. The first corner you reach is Nkadimeng Street: turn left and continue quite a way until you meet a T-junction with Mtipa Street. Pass Makabeni Street and the next corner you come to will be Meoka Street. On your right will be a large building. This is where you will all gather for a report back on your journey through Soweto.

If the learners are having difficulty, repeat the directions. Ask them where they have ended up. They should say at the Ubuntu Kraal Conference Centre.

Reading a visual text (LB p. 79)

Go through the information in the *Learner's Book*. Add examples of your own or ask the learners to offer some. Explain a graph to them if they don't already know what it is. Refer to the X and Y axes, what they represent and how to read a graph. Do not use the one given in the activity as an example.

Activity 6.6 Finding out what has happened to tourism (individual) (LB p. 79)

Answer key:

1. Take the class through the instructions and help them to imagine the situation. It refers to Activity 6.3.
2. Learners read the text to themselves and write down answers to the questions.
 - a) Increasing.
 - b) Twenty-one months.
 - c) We are not told.
 - d) It does say that tourism is increasing from a previous low and that buying of plane tickets might increase because although the prices went up at the beginning of 2013, there are now special offers being made that could mean tourists will take the opportunity to travel again. So based on these facts, the decision should be to expand tourism activities.
3.
 - a) Increasing.
 - b) Twenty-one months.
 - c) From 2006-2008.
 - d) It shows an upward trend during the last two years, but this only reaches to where it was before the last upward trend began. It also shows a flattening of the trend in the recent past which might indicate that tourism is levelling out and won't rise. It doesn't give any information about why these levels occurred or about the plane ticket prices which help to explain the decrease in tourists, nor does it indicate that the plane fares are available at special prices and that more tourists might respond and visit South Africa, thus increasing the tourist volume further.
4. Give learners time to discuss the question. Both versions have their merits; the written text is able to give more information while the graph is much easier to read.
5. Call on individuals to report back on their discussion to the class. Go through the other questions and discuss their answers with the class.
6.
 - a) The graph rises the **highest** in the last quarter of 2009.
 - b) Tourism was at its **lowest** ebb in about March 2011.
 - c) The **more expensive** the airfare, the **fewer** tourists we have.
 - d) South Africa is considered one of the **most dangerous** holiday destinations.
 - e) Our scenery is said to be some of the **prettiest** in the world.

A poem (LB p. 80)

As pre-reading, go through the input in the *Learner's Book*.

Activity 6.7 Analysing a poem (individual and pair) (LB p. 80)

Answer key:

1. Give learners time to discuss this. They might keep it literal, as they have been dealing with maps and directions, but they might also see the question as figurative: deciding to do one thing rather than another.
2. Read the poem to the class or give them time to read it themselves.
3. a) 5 lines, which is unusual; rhyme scheme: abaab edced efeef ghghh. The poem has a regular rhyme scheme.
b) He did not have a map. He looked at both for a long time and then decided on the one, hoping to come back to the other later, but he really knew that that would probably not happen.
c) He first says that he took the one because it 'was grassy and wanted wear', meaning that it had had fewer travellers on it, but later he says 'as for that, the passing there/Had worn them really about the same' now saying that each had been used as much as the other. So no, one was as travelled by as the other. But he ends up saying that he did take 'the one less traveled by' so we don't really know.
d) That he ended up in a different place from where he would have if he had chosen the other road.
e) The speaker could be talking about any path he chose in life: a career, a decision to do one thing rather than another, etc. When you discuss these answers with the learners, ask them to give examples.
4. The rule is that with a short vowel sound (o, a, i) we double the single consonant at the end of the word when adding -ed or -ing.
5. Learners' paragraphs will differ. Use a rubric to assess their work.

Unprepared speech (LB p. 82)

Go through the input in the *Learner's Book*.

Activity 6.8 An unprepared news presentation (individual) (LB p. 82)

1. Explain the rubric to the learners.
2. As you call up one learner, give the next one a topic to think about. The learners are to give a speech about a current event. Use topics that they will be able to think about. Have about twelve, and do not use them in the same order so that learners cannot anticipate what their topic will be in advance. Also call them up in random order so that they do not know who will be next until they have been given a topic. You should choose your own topics, but here are some examples:
 - Some event that happened in the school recently, e.g. a sports event, competition, function, disturbance, some crime such as the theft of computers, etc.
 - A national or international news event that the learner will have heard of
 - Some news the learners themselves can tell about their own lives or those of family or friends
 - An outing
 - An anticipated exciting or interesting event

- A book, film, or TV programme they want to tell about because it meant something to them
3. Before you start, ask learners to draw up the table in their books, ready to fill in.
 4. Make copies of the *Core Reader* available. Learners should not all listen or all read at the same time.

Topic sentences (LB p. 82)

Teach the input in the *Learner's Book*.

Activity 6.9 Expanding topic sentences (individual) (LB p. 83)

Answer key:

1. Learners choose any three and add sentences to form a coherent paragraph using what they have learnt. You can take these in for assessment, ask individuals to read these out, or get pairs to evaluate each other's.

Nouns and tenses (LB p. 83)

Teach the input in the *Learner's Book*.

Activity 6.10 Practising nouns and conditionals (individuals) (LB p. 83)

Answer key:

1-2.

- a) John **pn** **would have used** a map **cn** if he'd had one with him.
- b) The plane **cn** from Britain **pn** **would have been delayed** by the heavy snowfalls **cn** if it had left any later.
- c) You **can read** an interesting book **cn** while you wait, if you would like to.
- d) The girls **cn** **would have joined** the fun **cn** if they had had more time **cn** to prepare for it (fun and time are also abstract nouns).
- e) The conditions **cn** (**abstract**) on the roads **cn** **should have been improved** if they wanted to attract tourists **cn** to that area **cn**.

Core Reader activity

Answers to 'Leisure' by W.H. Davies (LB p. 84)

1. He means that we are so busy getting things done: work, sport, worries about people, money, crime.
2. Here it means an empty life without beauty or leisure to appreciate it and nature. Poor can also mean poverty-stricken, without money or other means.
3. In the first two, the speaker asks a question about the emptiness of life if we don't have leisure time. In the last two he is telling the reader that such a life is poor.

Introduction (LB p. 85)

Discuss the theme of the cycle with the class.

Poem (LB p. 86)

Go through the input in the *Learner's Book* with the class. Expand on the idea of 'voice' being the right to speak out and be heard. You could also explain how whites who 'spoke for' blacks were later frowned on as blacks should have been able to speak for themselves, in their own 'voice'.

Activity 7.1 Reading the voice of a poet (individual and pair) (LB p. 86)

Answer key:

1. 6, 7, 8, 8, 8 lines
2. Read the poem to the class while they follow in their books.
3. a) It is the voice of the woman saying that he should write about the kinds of things other poets write about, nature and so on, rather than about racial problems in the country. She says a normal human being (she means 'white') would not write in the way he does, and yet he seems normal like every other white.
b) It is the poet's voice; he is speaking for himself, and replying to the woman (madam).
c) He says he hears 'a voice' that tells him to write about the suffering of others. The voice could be his conscience. He cannot stand by and watch the suffering of the oppressed and do nothing, so he writes poems that shows how they are treated and the resultant pain they experience.
d) These phrases seem to be a criticism of the kinds of poems that the woman wishes he would write, ones that have no meaning or purpose. He implies that his are the opposite.
e) He seems to be saying that she is blind to the realities of her country: she would rather 'forget' the problems and fears and pretend they don't exist.
f) The men are suffering ('groans and cries') at the hands of people like the white woman who are inflicting oppression on them.
4. a) He uses the word 'notes', 'undertones' and 'sounding' which relate to melodies and songs.
b) He compares the sounds (the voice he hears, the cries of the blacks) to a tide in the sea that is caught in caves and tunnels and makes a great noise. We imagine the sound of this trapped tide, and at the same time realise how the water, which is underground, wants to escape into the open sea. He could also be referring to the voices of the oppressed, many of them who literally work underground in mines, but also those who are not allowed to voice their objections to their treatment by the whites, and the possible violence and anger that is taking place out of sight of the whites (as in an 'underground movement').
5. She should pity him because he has no option but to write as he does.
6. In his own way, the poet is also opposing apartheid, just as the speaker in Mattered's poem is.

A panel discussion (LB p. 87)

Here is what the CAPS document says about a panel discussion:

The speakers share different opinions or information from different sources and should:

- explore a range of ideas
- listen to one another
- concede points when necessary

- not interrupt other speakers
- make logical links between points
- keep to the topic
- try to bring people into the discussion by
 - interrupting politely
 - expressing opinions and supporting reasons

Each speaker talks about a particular aspect of the topic using conventional phrases.
Duties of the chairperson:

- Keeping order
- Managing time
- Keeping to the agenda
- Encouraging participation
- Remaining neutral
- Calling for proposal or votes

You will need to make sure that the learners know about these points so that the panel discussion they hold will follow these guidelines.

Activity 7.2 Holding a panel discussion (group and class) (LB p. 88)

Answer key:

1. Organise the class into small groups for a discussion on a topic.
 - a) You could offer them some topical issue or current event; or some issue that has been raised in the school, community or neighbourhood; or it could be a general topic that will interest the learners such as the use of cellphones in school, school uniforms, school rules, etc.; or something about parents' rules for teenagers. The point is that the topic should be arguable, interesting to the learners and something that they can research. Offer these ideas to them and then walk around while they are discussing the possibilities for such a topic and guide them where necessary.
 - b) When groups have had about 15 minutes to decide on a few topics, ask for feedback from the groups and write their suggestions on the board.
 - c) Organise the topics into similar categories: you can, for example, put a number such as 1 next to those that refer to X, 2 next to those that refer to Y, etc. Then ask them to vote for which area they would like the discussion to be on. When that has been decided, draw up a topic for them. Make it a statement which can be debated and discussed.
 - d) Help learners choose six speakers. These should be learners who are comfortable with public speaking.
 - e) Explain that those learners not on the panel will be given an opportunity to offer opinions and ask questions after the panel has held their discussion. Therefore all of them must go and research the topic for homework so that they can contribute to the discussion.
2. The panel discussion itself takes place in the next period the learners come to class. You can either appoint someone to act as chairperson, or do so yourself. Learners go through the whole process, ending with a vote or a proposal.
3. A third period can be used for the writing of the articles. Make sure the learners are planning, drafting, and editing their own work.

- Learners swap articles, read each other's, and then discuss them.
- You can take the articles in for assessment and when handing them back, use the opportunity to teach whatever appears to be necessary to improve their writing.

Story (LB p. 88)

Go through the input in the *Learner's Book* with the class. Discuss any current examples of xenophobia. Discuss the short story as a genre.

Activity 7.3 Read a story about xenophobia (individual and group) (LB p. 88)

Answer key:

- Give learners time to skim the story.
- Read the story to the class or give them time to read it to themselves.
- The waiter Themba.
 - The OAU restaurant in Hillbrow where Themba is serving a group of immigrant men.
 - The fears, resentment and suspicion of black foreigners in South Africa by locals.
 - We don't know that 'Themba' is also an immigrant: we think the police have come to catch the immigrants. Instead we are surprised to learn that Themba himself, despite all his antagonism to foreigners, is himself one, and the police have come for him.
- These are the actual characters. The other names in the story are only referred to; they are not characters.

Tsepo Moloto from Lesotho alias Themba Mlotshwa

The Nigerian Chief Adegboye Onigbinde

Francois Matumba from Zaïre

Ebrahim Patel the Indian restaurant owner

Margarine Chavanduka from Zimbabwe

Dr Looksmart Banda from Malawi

Pedro Baloi the Mozambican

Colonel Krappies van Wyk the South African police squad leader in Hillbrow, an Afrikaner

Japie, another policeman

Mrs Moloto

5.

President	of	From
Napoleon Bonaparte	France	Corsica
Samora Machel	Mozambique	-
Kenneth Kaunda	Zambia	father from Malawi
Frederick Chiluba	Zambia	Zaïre
Museveni	Uganda	Rwanda
JJ Rawlings	Ghana	half Scot
Robert Mugabe	Zimbabwe	Mozambique

- It shows that many leaders of African countries are not from the countries they rule, so there is no real national belonging to a country: everyone is from Africa. 'We are all Africans. We all belong here.'
- Themba says immigrants are taking the locals' jobs.

8. As trickster and drug lords.
9. He is speaking about how South African blacks have adopted the clothing style of West Africans as their traditional dress when it is not. Themba is wearing an example of such clothing, a kaftan, and so feels embarrassed by the remark.
10. It shows how foolish xenophobia is because all people born in Africa belong to one race.
11. a) Figurative, meaning like a leech, he lives off others
b) Whichever places you have been hiding in/or derogatory to their homes
c) ilk – kind; bullet in – interrupted; mirthfully – laughingly
d) fake – real/true; varied – similar; potent – impotent/weak

Go through these answers and discuss them with the class.

Write a dialogue (LB p. 92)

Go through the input in the *Learner's Book* with the class, making sure they understand what they are going to do.

Activity 7.4 Writing and acting out a dialogue (individual and pair) (LB p. 93)

Answer key:

1. Give the learners time to write their own dialogues. They should check them when they are finished.
2. Learners act out their dialogues. This might be a little stilted because both learners have to read from one book.
3. Ask a few good pairs to do theirs for the class. You can comment on these and give general feedback.

Paragraph conventions (LB p. 93)

Go through the input in the *Learner's Book* with the class.

Activity 7.5 Writing a coherent paragraph (individual) (LB p. 93)

Answer key:

Make sure that learners know what to do. Go through the rubric with them before they begin. While they are writing, walk around and check that they are using the writing process. When they have finished, take in the paragraphs for assessment.

Cartoons (LB p. 94)

Go through the input in the *Learner's Book* with the class. Make sure they all have a cartoon to share for the second part of the lesson.

Activity 7.6 Reading a cartoon (pair and group) (LB p. 94)

Answer key:

1. Give learners time to look at and discuss the cartoon, talking about what they see and what they think it means. Discuss what makes it humorous and what its message is. It doesn't matter if they are not correct as long as they engage with the cartoon.
2. a) There are no differences – the faces are identical (that is the whole point: Mbeki is shown having no emotion, even in the face of outrageous xenophobic actions).
b) They are all emotions.
c) He doesn't show or feel anything.
d) The lack of action, or outrage about xenophobic acts committed by his people.
3. Violent incidents of xenophobia.
4. The cartoon uses hardly any words, but uses humour and satire. It is clever in that it says so much with so little.
5. An example answer: The cartoonist is criticising Mbeki for not doing something about the xenophobia by showing him as incapable of emotion.
6. Learners find a cartoon for homework.
7. During the next period, learners discuss the cartoons they have brought to class in groups of five. They should talk about them in such a way that they come to understand them and see how the cartoonist has achieved his purpose. You can walk around the class listening to the discussions and guiding where necessary. This part of the activity gives the learners an opportunity to apply what they have learnt.

Note: Learners must bring a magazine article to the next class.

A magazine article (LB p. 95)

This is what the CAPS document has to say about a magazine article:

More often than not, in magazine articles the personal likes and dislikes and the stylistic idiosyncrasies of the writer are foremost, and this should be encouraged in your learners. They need also to write serious magazine articles about anything they take seriously, as well as funny articles in which they can mock, ridicule, make fun of, laugh at, criticise any suitable topic. Most of the magazine articles learners read are probably of this kind. The Internet is full of articles, and while their style and content are not seriously different from their written counterparts, it is worth examining them, particularly as they appear in blogs, which is now a widely acknowledged form of writing. Having learners set up their own blogs (on paper, though there are no doubt learners who already have their own blogs) provides a rich writing context, combining careful attention to audience, immediacy of the content, and appropriate tone.

Use the following:

- The heading must be attractive and interesting
- The style should be personal, speaking directly to the reader
 - The style can be descriptive and figurative, appealing to the imagination of the readers
 - Names, places, times, positions and any other necessary details should be included in the article
 - The article should stimulate interest and, like an advertisement, encourage the reader to use the product or service

- Paragraphs should not be too long and should encourage the reading of the article
- The font should be light and attractive

Apply this in discussing what a magazine article is.

Activity 7.7 Write a magazine article (pair) (LB p. 95)

Answer key:

1. Learners read and discuss each other's articles. You have already told them about the conventions of a magazine article so they should know what to look for.
2. Make sure learners know what to do. You can walk around the class asking what individuals want to write about and helping them with their decisions. Remind them that they will be writing in the first person for their articles, and that they must use the guidance they have been given and the examples of the articles they have read in writing their own.
3. Learners do research for homework if they need to.
4. In the next period learners write their articles. First go through the rubric with them so that they know how they will be assessed. Ensure that they are using the writing process. Take the work in for evaluation.

Verbs (LB p. 95)

You can go through the answers to the questions with the learners, using the opportunity to teach whatever aspects need revising.

Activity 7.8 A verb quiz (individual) (LB p. 95)

Answer key:

1. a) Could means 'are you not able to', 'is it not possible for you to'. This is a question.
b) Must means 'do you have to?', 'can't you write about something else?'
c) These are things that are always true. This is a statement.
d) The non-finite form
e) The non-finite form
f) An auxiliary verb
g) He was going to serve but something interrupted him.
h) The imperative
i) South Africa needs shady characters like you/South Africa has no need of shady characters like you
j) The conditional tense. He **wouldn't** use it to wipe the smirks off the faces of the unwelcome interlopers.
k) Themba did not speak. He was going to but François got in first.
l) Simple past
m) Simple present

Homonyms and homophones (LB p. 96)

Teach these to the class. They are often confused, with some sources saying they are the same thing.

Activity 7.9 Recognising homonyms and homophones (individual) (LB p. 96)

Answer key:

1. bear (animal) and bear (carry)
lean (thin) and lean (rest against)
plain (ordinary looking) and plain (flat country)
miss (unmarried woman) and miss (to overlook)
pluck (to remove feathers) and pluck (bravery)
type (to write via keyboard) and type (a sort)
train (a locomotive) and train (to teach)
lie (horizontal position) and lie (falsehood)
2. fare (cost of something/menu) and fair (light, pretty, good)
flower (plant) and flour (meal)
phase (stage) and faze (to upset or disturb)
ore (rock containing minerals) and awe (admiration/fearful wonder) and or (conjunction offering an alternative)
grown (increased in size) and groan (a sound of pain)
lead (went in front) and lead (pronounced 'led', a chemical element)
3. Go through the answers with the class, teaching again where necessary.

Language that affects the way we feel and think (LB p. 96)

Go through the input in the *Learner's Book* with the class, expanding on it as necessary. You could have examples from the newspaper of politicians' rhetoric and discuss the persuasive and emotive language you find there.

Activity 7.10 Manipulative and emotive language (individual) (LB p. 97)

Answer key:

1. A possible answer:
Locals who were fed up with the immigrants in their communities, who had arrived in their area without going through the normal processes of acquiring land and rights to trade, decided to take the matter into their own hands and set about making it impossible for the immigrants to continue with their money-making schemes by eliminating their shops and homes.
2. A possible answer:
IMMIGRANT: Why are you doing this to me? Haven't I suffered enough? What have I ever done to harm you?
LOCAL: You don't belong here. We have always endured poverty and joblessness and now you come in and take our land, our jobs, our businesses and our women. It is we who are suffering in our own country.

IMMIGRANT: You have the same opportunity here that I do but you were too lazy and ignorant to take it. You have the same rights as any other citizen because you are legal, whereas I have no rights, even though my country helped yours during the struggle.

LOCAL: That argument is not going to work! You are stealing from us! You are greedy and think you are better than we are! We are showing you that you are unwelcome here. If the police won't deport you, we will make it impossible for you to act like leeches in our country.

(Learners can read out the answers to each other and some to the class for discussion and feedback, talking about how the language is used to creating emotion and bias.)

PARTS OF SPEECH

What are the Parts of Speech?

Part of Speech	Definition	Example Words
NOUN	a person, place, thing, or idea	pen, dog, work, music, town, London, teacher, John
VERB	action or state of being	(to) be, have, do, like, work, sing, can, must
ADJECTIVE	a quality of a noun	some, good, big, red, interesting
ADVERB	describes a verb, adjective, or another adverb	quickly, silently, well, badly, very, really
PRONOUN	stands in for a noun	I, you, he, she, we, they, your
PREPOSITION	links a noun to another word	to, at, after, on, before, around, over, of, in, for, with, throughout, from, beneath
CONJUNCTION	joins words, clauses, and sentences	and, but, when, or, however, although, nevertheless, therefore, yet, so
INTERJECTION	short exclamation, sometimes inserted into a sentence	oh, ouch, hi, well

Choose the best conjunction to fill in the blank.

You need to work harder; _____, you'll get fired.

- a. moreover
- b. otherwise
- c. instead
- d. because

Michael is with _____ dog.

- a. his
- b. her
- c. its

Mr. Ocho is a very weak CEO; _____, most people support him.

- a. nevertheless
- b. similarly
- c. therefore
- d. because

The Egyptian pyramids, however, are much _____ ancient than those.

- a. more
- b. most

Identify the pronoun in the following sentence.

She was afraid of Hurricane Sandy.

- a. Sandy
- b. She
- c. Hurricane
- d. afraid

I gave _____ plenty of time to get to work.

- a. himself
- b. herself
- c. yourself
- d. myself

_____ the Visionaire is so environmentally friendly, it is being called America's "greenest" high-rise building.

- a. Because
- b. However
- c. Although
- d. But

Which phrase is a prepositional phrase?

- a. to run
- b. to sing joyfully
- c. to have suffered
- d. to the beach

Choose the sentence that is written correctly.

- a. This people look very friendly.
- b. That people look very friendly.
- c. Those people look very friendly

Choose the correct part of speech for the word.

bleak

- a. adjective
- b. noun
- c. verb
- d. adverb

Choose the best pronoun to fill in the blank.

_____ family went to the beach.

- a. Me
- b. We
- c. Us
- d. Our

Choose the correct adjective in the following sentence.

This is the _____ hamburger I've ever tasted.

- a. most salty
- b. saltier
- c. more salty
- d. saltiest

Find the adverb in the following sentence.

After the game, the disappointed players shook their heads sadly but refused to accept defeat.

- a. disappointed
- b. sadly
- c. after
- d. shook

Identify the part of speech of the word that appears in all caps in the sentence below.

The police ran AFTER the thief.

- a. interjection
- b. conjunction
- c. preposition
- d. verb

Lisa and I went to the mountains. There was at least three inches of snow. We decided to build a snowman. In the last sentence, which word is the verb?

- a. build
- b. a
- c. We
- d. none

Select the plural of the noun.

butterfly

- a. butterflys
- b. butterflen
- c. butterflies
- d. butterflyes

Which word is the best choice for the subordinating clause?

_____ Henry wanted to join the Army, he had to take a series of tests.

- a. Because
- b. And
- c. Then
- d. During

Select the plural of the noun.

child

- a. childs
- b. childes
- c. childies
- d. children

Complete the following sentence with the correct interrogative adverb:

_____ do birds fly south for the winter? (reason)

- a. Why
- b. How
- c. Where
- d. When

What is the gerund in the sentence?

Marlo admitted to cheating on the challenging test.

- a. admitted
- b. cheating
- c. challenging
- d. test

_____ are welcome to attend the concert.

- a. All
- b. Nobody
- c. Anyone
- d. Anybody

Introduction (LB p. 98)

Go through the introduction in the *Learner's Book* so that the learners understand the theme and know what to expect in the cycle.

An imaginative play (LB p. 99)

The learners have read several plays and know about the genre. Discuss the elements with them: characters, action, dialogue, plot, conflict, background, setting, narrator, and theme.

Activity 8.1 Reading a play (individual) (LB p. 99)

1. Pre-reading: Give learners time to skim the play to get an idea of what it is about.
2. During reading: Learners find out what the action of the play is.
3.
 - a) The supermarket and shopping mall were built on an old grave site in Cape Town.
 - b) About the cruel Duke of Northumberland, named the butcher; about Bonnie Prince Charlie and the Duke of Cumberland; that British citizens were in the Indian Army; that Napoleon was a great general and was imprisoned on the island of St Helena; that there was gold in the Knysna forests; that young men came out from England to the Cape Colony; about the British East India Company that used the Cape.
 - c) Jessica seems to have the stronger personality. She doesn't listen to Taryn or the voice telling them that the shop is about to be closed. Taryn seems more timid, but also less inclined to rebel. She is also practical as she is the one who suggests that Jessica use her cellphone.
 - d) They behave like young brothers would, teasing, chasing and quarrelling with one another..
 - e) Flash was the horse Nappie was riding. He was 'galloping' when he fell and was killed.
4.
 - a) The register is informal, colloquial. The playwright wants the dialogue to sound natural.
 - b) She means it figuratively: they gave the girls a big fright, but Percy uses it literally, wishing that the girls had actually died of fright so that they could be playmates. We understand this from the context in which the words are used.
 - c) adverb of place
 - d) adverb of frequency
5. Help learners to organise this. Allow the groups some space for the role-play, even if the lesson has to take place in a different venue. Walk around while they are doing the role-play so that you can give constructive feedback.
6. Also monitor the group discussions after the role-play. Learners should be polite and constructive.
7. Give general feedback.

Listening comprehension (LB p. 107)

Go through the input in the *Learner's Book* with the class. Remind them about the listening process. They can have pen and paper handy to take notes.

Activity 8.2 Listening for information (pair and individual) (LB p. 107)

Answer key:

1. As a pre-listening activity, learners discuss the painting. This will prepare them for the text if they know the Bible story of Lazarus. If they don't know this, they will listen to find out about it.
2. Read the text.

The bible story of the Raising of Lazarus is found in Chapter 11 of the Gospel of John. Lazarus is introduced as a follower of Jesus, who lives in the town of Bethany near Jerusalem. He is identified as the brother to sisters Mary and Martha. The sisters send word to Jesus that Lazarus, "he whom thou lovest," is ill. Instead of immediately traveling to Bethany, Jesus intentionally remains where he is for two more days before beginning the journey.

When Jesus arrives in Bethany, he finds that Lazarus is dead and has already been in his tomb for four days. He first goes to talk to Martha and then Mary. Martha complains that Jesus did not arrive soon enough to heal her brother and Jesus replies with the well-known statement, "I am the resurrection, and the life: he that believeth in me, though he were dead, yet shall he live: And whosoever liveth and believeth in me shall never die". The narrator then says the famous simple phrase, "Jesus wept". In the presence of a crowd of Jewish mourners, Jesus comes to the tomb. Despite Martha's objections, Jesus has the stone rolled away from the entrance to the tomb and says a prayer. He calls Lazarus to come out and Lazarus does, still wrapped in his grave-cloths. Jesus calls for somebody to remove the grave-cloths.

The narrative ends by saying that many of the witnesses to this resurrection "believed in him." Others went to report the events to the religious authorities in Jerusalem, which added to the reasons for Jesus' crucifixion not longer afterwards.

3. Learners summarise the story in writing on their own.
4. Reread the text for them to add to or correct their versions if they need to.
5. You can ask one or two learners to read their summaries to the class for feedback and general discussion.

Poem (LB p. 108)

Read through the introduction to the poem. You can ask for a link to the listening text on Lazarus. This continues the pre-reading activity which creates a context for the poem.

Activity 8.3 Reading a poem (individual) (LB p. 108)

Answer key:

1. Go through this question with the class, asking for feedback. They should realise that the villagers thought their kinsman had been killed, but that he came back to life. The poem is about what happened next.
2. Give learners time to read the poem. You could refer to the resurrection of Jesus after the crucifixion.
3. a) Jesus
b) They mean that someone in an office who thought that one of his superiors had died, and who moved into his office or to his table would be very embarrassed if the person

had in fact not died. Point out how the lines could be written as prose. 'Keen-eyed' means that the subordinate saw an opportunity to advance himself through the superior's death.

- c) 'luckless' = unfortunate (because they had to kill two men)
'its' = referring to resurrection
'terrors' = they were afraid that the accident victim would report them for having been the ones who killed the motorist. He was a witness and so they had to get rid of him.
'twin-headed evil' = could refer to the double killing, which they knew was wrong.
 - d) Lazarus's sisters felt joy at his resurrection, the subordinate would feel embarrassed if the 'dead' superior came back to find him in the superior's place and the villagers were terrified and having their murder witnessed and known by the man whom they had thought was dead. All refer to a man who was thought to be dead and who came back to life.
 - e) The villagers had used violence on the lawyer and on his car. The repetition emphasises how violent they had been.
 - f) The word obedience implies that the man will be law-abiding and feel obliged to turn to the police, the authorities, to report what had happened.
 - g) That the accident victim was thoroughly roused and saw what they had done, and was shocked.
 - h) The accident victim himself. He would have been pleased to be alive.
 - i) It seems almost humorous, especially since he wasn't dead the first time.
 - j) He seems to think it is an incredible story; he is half amused, half shocked, as if he is saying 'Can you believe this?'
4. a) It could not have been easy picking up the blood-spattered clubs they had cast away again.
Placing it in the middle of the line, out of normal position, causes the reader to pause on it and emphasise it, pointing to the fact that these men had to commit another murder.
- b) The metaphor, comparison, compression of meaning in few words.

Reading an interview (LB p. 110)

Read through the information in the *Learner's Book* with the class. Some of them may know about Lance Armstrong. The point of the activity is to show them the kinds of questions and background information an interviewer has to prepare.

Activity 8.4 Lance Armstrong and Oprah Winfrey: reading the interview transcript (individual and pair) (LB p. 110)

Answer key:

1. Read through the research with the learners. Explain that Oprah would have had to know all of this, after having done the research, in order to have a purpose for her interview, and to provide her with the context for her questions.
2. Learners read the interview or you can read it to them, or pairs can role-play the interview.
3. a) He must have agreed to the interview, because he voluntarily appears in the studio, facing the cameras.
b) Her main reason is to allow Armstrong to confess and explain how he did it and got away with it for so long. She hopes to make him come clean before the world, and take responsibility for his actions.

- c) Yes, she is to some extent, although he does also blame the culture.
 - d) No, she is not. Her questions are very direct and to the point. She is establishing the facts and getting him to agree to them.
 - e) He does to some extent. He says he didn't invent the culture, others also helped paint the picture. He says taking drugs was part of the job and didn't feel wrong.
 - f) He means that if he hadn't come back, he would never have been found out and his records would have stood, and he would not be seen as a liar and a cheat.
 - g) Both really. If he hadn't been found out, he wouldn't have confessed, but because he was, he wants to be able to tell the whole story.
4. Learners' answers will differ. Allow them enough time to discuss this thoroughly. Call for answers and feedback for general discussion.

Interview (LB p. 116)

This is what the CAPS document has to say about a written record of an interview:

- Give the names of the speaker on the left side of the page
- Use a colon after the name of the character who is speaking
- Use a new line to indicate each new speaker
- Probe the interviewee by asking questions
- Portray the interviewee's strong points, talents, weak points, etc.

Go through these points with the class as well as the information in the *Learner's Book*. The lesson will take two separate periods.

Activity 8.5 Writing an interview (individual) (LB p. 116)

Answer key:

- 1-2. Explain the process and monitor the activity.
- 3-5. Learners come back to class ready to write the interview. Walk around the class monitoring what the learners are doing.
6. Take in the final versions for assessment. Use the rubric.

Acting out an interview (LB p. 117)

Make sure the learners know what to do before they start. This activity should not take more than one period, if possible.

Activity 8.6 The role-play (pair) (LB p. 117)

Answer key:

1. Learners decide what they are going to do.
2. They write out six questions. The questions are a framework for the interview itself, which might need to deviate from the written questions.
3. Learners take turns asking their partner their questions.
4. If there is time, ask one or two pairs to perform for the class for general discussion and feedback.
5. Learners can talk to each other about how they could have improved their interviews.

Short story (LB p. 117)

Discuss the usual elements of a short story with the learners. This story also has a twist at the end, an unexpected turn of events that leaves the reader feeling satisfied, and makes sense of the story as a whole. We see what we have read in a new light when we get to the end.

Remind learners about the poem 'In detention' as a pre-reading activity.

Activity 8.7 Reading a perfectly constructed story (pair) (LB p. 117)

Answer key:

1. Give learners time to reread the poem. Then with that in mind, let them skim the story. They should look out for the elements mentioned.
2. Read the story to the learners while they follow in their books.
3.
 - a) The man, a 65-year-old white, has lost his memory and has no idea who he is. He found himself at the Laingsburg station in 1994, couldn't find a job and so came to the township where he works for a black man as a petrol attendant. He says he came here a long time ago. He sometimes socialises with his boss, does his chores, including cleaning the toilets.
 - b) The black man, Vusi Nkosi, works for the government. He looks wealthy, is well-dressed and has a smart BMW. When he tells his story we learn that he was a political detainee who was dropped from a window by the security police in an attempt to get him to talk. We know from the poem that he must have been in John Vorster Square. He was not killed but has been crippled as a result.
 - c) The white man is the police captain who was interrogating him and got the policeman to drop him out the window. We suspect this from the way he looks at the white man the whole time he is talking. He realises that the white has no recollection of the event, but he gives him a clue in saying that the cop quoted Shakespeare. We already know that the white quotes Shakespeare. Vusi says the cop spoke in Zulu to him and the white man has told us he speaks Sotho and Zulu. We put two and two together.
 - d) The petrol attendant.
 - e) He holds the key to the white man's identity and past, he is the one person who could tell him who he is, but he doesn't. He also doesn't pay for his petrol which the white will now have to do. In this way he avenges himself in some way for what was done to him.
 - f) The police captain is the one who had power over the black man, who could have him tortured and dropped from a window. In the apartheid regime he considered a black as inferior. In the present, he is poor, has no identity, and is serving, even cleaning the toilets of Nkosi who is now wealthy and has an important job. The power situation is reversed.
 - g) We are told several times about how Nkosi is looking at the petrol attendant as if he wants to see inside him.
 - h) It refers literally to the structure in Namibia, also church steeples, but figuratively it refers to the finger of God pointing at the white, although he is unaware of it. He is guilty of crimes against humanity, and the writer is showing us this.
4.
 - a) The writer makes the attendant's speech seem very real, just the way he would speak.
 - b) 'Well, I know how that sounds now, but I didn't know what else to say, him all banged up like that.' And "I have been away such a long time," I told him. 'But I don't know

where I've been away from. That's all I can say.' He quotes his own words ('I told him')
The writer is creating the voice of the narrator. Explain 'voice' to the learners again.

c) A possible answer:

The garage is in the township of tin shanties, outside the town of Laingsburg. The veld is dusty and dry, with a dry riverbed running past, now full of empty beer bottles. The town itself looks dry and shriveled (dried up pampoen), except for the green lawns in front of some of the richer houses. A church steeple can be seen. The national road runs nearby and little black children can be seen on it with their wire items, trying to sell them to passersby. The place is near Matjiesfontein and in spring has flowers and other plants. Nearby is the Seven Weeks Poort with its magnificent rock faces.

Adverbs (LB p. 121)

Teach or revise these adverbs.

Activity 8.8 Working with adverbs (individual) (LB p. 122)

Answer key:

1-2. Learners' sentences will differ. Have some of them read theirs out for general feedback and discussion.

Sentences (LB p. 122)

Explain word order if necessary.

Activity 8.9 Using word order to make meaning (individual) (LB p. 122)

Answer key:

- So this guy cleared his throat like he was going to carry on with his little speech and he did.
 - The ghosts should be stylised in some way; they can be in shrouds or wrapped in sheets, but with faces exposed.
 - The petrol attendant felt embarrassed at the stupidity of his comment.
 - A writer makes his creation look so simple as if it could have no other form.
- How well they understood, those grim-faced villagers wielding their crimson weapons once more, that at the hour of his rising, their kinsman, avenged in murder, would turn away from them in obedience to other fraternities.

Puns (LB p. 122)

Explain puns to the learners. The cartoon plays on the word hoarse (horse).

Activity 8.10 Ending with a little humour (pair) (LB p. 123)

Answer key:

- What do you call a sleeping bull? A bulldozer. (doser is someone who sleeps; a bulldozer is a earth moving machine)
 - What did the toy store sign say? Don't feed the animals. They are already stuffed. (stuffed as in having eaten too much; stuffed toys are soft toys filled with stuffing.)
 - What do you call a baby monkey? A chimp off the old block. (The phrase is 'a chip off the old block, meaning just like one's father. Here chimp instead of chip.)
 - This duck walks into a bar and orders a beer. "Four bucks," says the bartender. "Put it on my bill." (Bill as in account, but here meaning the duck's beak.)
 - What is the difference between a frog and a cat? A frog croaks all the time, a cat only nine times. (croak is the slang word for die. The frog croaks literally, but the cat is said to have nine lives.)
 - A backwards poet writes inverse. (A poet writes in verse. Backwards meaning in reverse so writing 'inverse' as one word is the pun as the poet is said to be backwards.)
 - In democracy your vote counts. In feudalism, your count votes. (The change in word order is the pun. Both vote and count change meaning. Both sentences are true. In the days of feudalism, the people didn't vote, their feudal lord (count) did.)
 - With her marriage, she got a new name and a dress. (The word play is on address and a dress. If a bride moves in with her new husband she changes her address. At her wedding she has a new dress.)
 - The man who fell into an upholstery machine is fully recovered. (Play on the two meanings of recovered: one recovers (gets better) after an injury. Upholstery is covering of furniture in material, sometimes an old couch, for example, being covered again, recovered, in new material.)
 - You feel stuck with your debt if you can't budge it. (Play on budge it (budget) meaning literally stuck and unable to move or if you can't get out of debt it means you don't budget (plan your finances) properly.)
2. Go through the answers with the class.

Core Reader activity

Answers on 'Why doesn't she come?' by A.P. Herbert (LB p. 123)

1. It does have some rhyme at the ends of lines, but not in a regular way. For example, line 2 and line 6 rhyme, line 3 and 4 rhyme, in the first verse and second verse but not in the third and fourth, they have different lines rhyming.
2. He says he will send her the rose, without saying a word, then he'll travel abroad to the East where he'll shoot a wild animal, but first he is going to have a stiff brandy. Then he wonders if he shouldn't just commit suicide and shoot himself.
3. Perhaps *he* got the time wrong. In lines 2 and 3 he isn't sure whether they had agreed on 8 or 8.30.