

# LOCKDOWN STUDY GUIDE NUMBER 2

## GRADE 9 ENGLISH HOME LANGUAGE



ALL THE ACTIVITIES ARE APPROPRIATE FOR  
GRADE 8 AND 9 HL/FAL.

ENSURE THAT THE WRITING ACTIVITIES  
ARE WRITTEN ACCORDING TO THE  
REQUIRED LENGTH FOR THE GRADE.

**GR8 HL – 200-250**  
**Gr8 FAL – 180-210**  
**Gr 9 FAL – 210-250**

# INSTRUCTIONS



**THIS IS THE 2<sup>ND</sup> BOOKLET. IF YOU HAVE NOT COMPLETED THE FIRST BOOKLET, PLEASE ENSURE TO DO SO.**

**EVERY ACTIVITY IS REQUIRED TO BE COMPLETED IN YOUR BOOK.**

**NO ACTIVITY MAY BE LEFT OUT.**

**WRITE THE DATE AND THE HEADING OF EACH ACTIVITY.**

**DO NOT REWRITE THE QUESTIONS, ONLY ANSWER THEM.**

**DRAW A LINE AFTER EACH ACTIVITY.**

# ACTIVITY 1

## FABLES

### FABLES

- A fable is a short tale that teaches us a lesson about good morals or good values.
- Most fables have animals or inanimate objects as characters.

## THE FOX AND THE GRAPES

- A Fox one day spied a beautiful bunch of ripe grapes hanging from a vine trained along the branches of a tree.
- The grapes seemed ready to burst with juice, and the Fox's mouth watered as he gazed longingly at them. The bunch hung from a high branch, and the Fox had to jump for it.
- The first time he jumped he missed it by a long way. So, he walked off a short distance and took a running leap at it, only to fall short once more.
- Again, and again he tried, but in vain. Now he sat down and looked at the grapes in disgust. "What a fool I am," he said. "Here I am wearing myself out to get a bunch of sour grapes that are not worth gaping for."
- And off he walked very, very scornfully.

## QUESTIONS

1. What is the title of this Fable?
2. Name 3 characteristics of Fables.
3. How do we know that the story above is a Fable?
4. Is the Fable non-fiction (real) or Fiction (fake)?
5. What Figure of Speech is present in this Fable?
6. Which character acts like a person? Why do you say so?
7. Why does the fox lunge at the grapes?
8. A Fable is meant to teach us a lesson or moral. What lesson does this fable teach us?

# ACTIVITY 2

## Vocabulary building

### VOCABULARY PRACTICE

One of the most important parts of English is vocabulary! It is important that we are all constantly building on our vocabulary by learning new words.

Below are ten new vocabulary words. In your book, copy the words and their definitions down.

Once you have done that, try your best to use each word in a sentence throughout the day!

Write down 5 sentences that you used today using any of your new vocabulary words.

1, Adequate -

- **Sufficient for a specific need or requirement.**

2, Alternative -

- **A proposition or situation offering a choice between two or more things only one of which may be chosen.**

3. Compel -

- **To force or convince someone to do something or make something happen.**

4. Prominent -

- **Something that is very noticeable or stands out.**

5. Deceitful -

- **Tending to deceive or give false impressions.**

6. Demeanour -

- **Your general personality and the way you behave. A person who is generally friendly and kind to everyone he or she meets is an example of someone with a friendly demeanour.**

7. Emphasize -

- **To make something important, or stress it, like when you were little, and your parents would always emphasize the importance of looking both ways before crossing the street.**

8. Estimate -

- **An opinion or a guess of the size, worth or cost of something.**

9. Infuriate -

- **To make someone mad or angry.**

10. Mandatory -

- **Something that is required, like it is mandatory for you to wear a uniform to school.**

# ACTIVITY 3

## Comprehension

Read the passage below and answer the questions that follow out loud instead of writing them down.

### Talking About Penguins by Guy Belleranti

Penguins are one of the world's most interesting birds. They waddle when they walk and have flippers instead of wings. The bones in a penguin's flippers are heavier and more solid than those in the wings of a flying bird. This helps the penguin "fly" through the water. The penguin's black back and white front has an important function, too -- camouflage in the water.

Penguins blend in with the sea from above and with the sky from below. This makes it harder for predatory birds, leopard seals, sea lions, orcas and sharks to see them.

Many people think all penguins live in the cold and ice of Antarctica. However, only 6 of the 17 species or types of penguins live in Antarctica. The others live in parts of New Zealand, Australia, South Africa and South America and on the Falkland and Galapagos Islands.

Let's talk about two of the penguin species – the Emperor penguin of Antarctica and the Galapagos penguin of the Galapagos Islands. The Emperor penguin is the world's largest penguin. Its oily outer feathers help keep it dry. Its dense inner down feathers and thick fat layer helps keep it warm. Emperor penguins also often huddle in groups to conserve heat.

A mother Emperor penguin lays only one egg at a time. After the mother Emperor penguin lays the egg, she travels to the open sea to feed on fish, squid and krill (shrimp-like ocean crustaceans). The father stays behind with the egg. He keeps it warm and protected by balancing it on his feet and covering it with feathered skin called a brood pouch. The mother returns two months later, regurgitates food for the newly hatched chick, then stays with it while the father goes out to sea to feed.

The Galapagos penguin lives in an area much warmer than Antarctica. The Galapagos Islands are on the Equator, 600 miles west of the South American country of Ecuador. This is as far north as any penguin lives in the wild.

The Galapagos penguin is one of the smallest and one of the most endangered of all penguins. It shares the Galapagos Islands with many other unusual animals including the giant Galapagos tortoise and the blue-footed booby.

Instead of having to stay warm the Galapagos penguin must find ways to stay cool. The best way is to spend the heat of day in cool water currents hunting small fish and krill. When a Galapagos penguin does get out of the water it often spreads its flippers to cool off. It might also pant like a dog. And it shades its feet by standing with its body hunched forward.

# Questions

1. Where do most penguins live?
2. The father Emperor penguin keeps the egg warm and hatches the chick. Where is the mother penguin during this time?
3. How are a penguin's flipper bones different from the bones in other birds' wings?
4. A sea lion might have a hard time seeing a penguin swimming in the water. Why?
5. According to the information in the article, what three things does a Galapagos penguin do to cool off when it is too warm?
6. Write a short summary about what you have learnt about penguins today (100 words minimum).



# ACTIVITY 4

# NEWSPAPER

# ARTICLE

Newspaper articles are a great way of learning new information and reporting on current events and happenings.

Use the steps below to write out your own newspaper article, **picture included!**

Be as creative as you'd like! Your article can be about a real-life experience, or a fake experience that you have made up. If you are struggling, use one of the prompts below.

1. Your school held a market day to raise funds for the Rugby Team, but it was a massive failure! Tell us why.
2. Someone famous visited your school. Tell us who it was and what happened.
3. As the school journalist, you need to figure out who stole your teacher stapler! Write an article about the story and how you figured it out!

# STEPS TO FOLLOW

## Step One

What is your article's Headline?

This is the title of your article and should be written in big, bold letters to grab your audience's attention.

## Step Two

Underneath the Headline, we'll need to write the Byline.

This is the author's name, the date and the newspaper you will be writing for.

## Step Three

You will now start with the article!

The first paragraph should have the Five W's. Who, What, When, Where and Why, not necessarily in that order.

This makes sure that anyone starting the article knows what they are going to read about.

## Step Four

This is the body of your piece of writing.

This is where you put all the details of your article.

Give the reader as much factual information as possible and avoid giving your opinion. That would make the article biased.

Try to include some direct quotes as this makes the article seem real and helps the reader to get more than one person's view of what happened.

It also supports the notion that the article is factual.

## Step Five

Now you need to write a conclusion for your article.

The concluding paragraph needs to tell us what happened as a conclusion to the event, a prediction of what will happen regarding the event or happening, or any plans in place regarding the event

# ACTIVITY 4

## CARTOONS

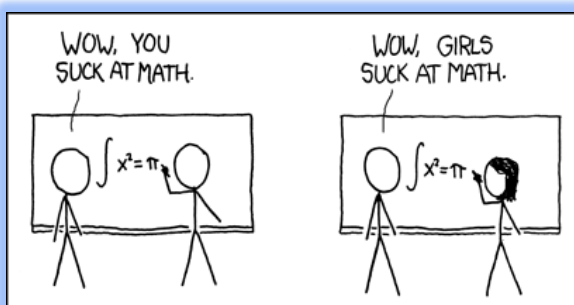
### BENEFITS OF USING A CARTOON

- ☐ Can be used to write a narrative essay.
- ☐ Can be used to teach language structure and conventions.
- ☐ Captures the attention of and engage pupils during lesson.
- ☐ It increases vocabulary.
- ☐ It engages learner who learn visually

### Stereotypes

Characteristics imposed upon groups of people because of their race, nationality, and sexual orientation.

These characteristics tend to be oversimplifications of the groups involved, and while some people truly do embody the traits of their stereotype, they are not necessarily representative of all people within that group.



### Caricatures

A caricature is a visual representation of a person or group.

### FEATURES OF A CARTOON

- ☐ Thought bubbles
- ☐ Frames
- ☐ Caricature
- ☐ Colours
- ☐ Stereotypes
- ☐ Symbols like body language, objects used, font, punctuation marks etc.

## 4.1) Answer the following questions based on the above cartoon.



1. Who are the characters in this cartoon?
2. Choose the correct alternative for the following question: The relationship between the two characters is that of:  
A. Siblings    B. Parent and a child    C. Cousins    D. Neighbours
1. What is William thinking in frame 1 and how do you know?
2. How do we know that John is going to have a serious talk with William?
3. What shows us that William is not interested in what John is saying?
4. What is the humour in this cartoon?
5. Rewrite "we'll" in full as found in frame 1.
6. Change William's reply in the last frame into a question.
7. Change the tense of the statement in frame 3 into simple past tense.
8. Combine the statements in frames 2, 3, 4, 5 & 6 to form one sentence.

4.2) Complete the lines in the strip using the past tense of the verbs given

say      be      chase      live      eat

Garfield by Jim Davis

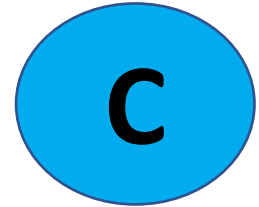
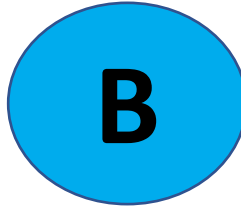
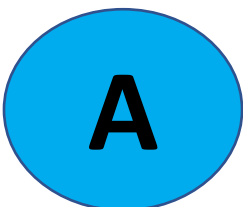


4.3) Look at these graphics.

4.3.1) Identify the type of person they represent?

4.3.2) What features have been highlighted by the cartoonist in each?

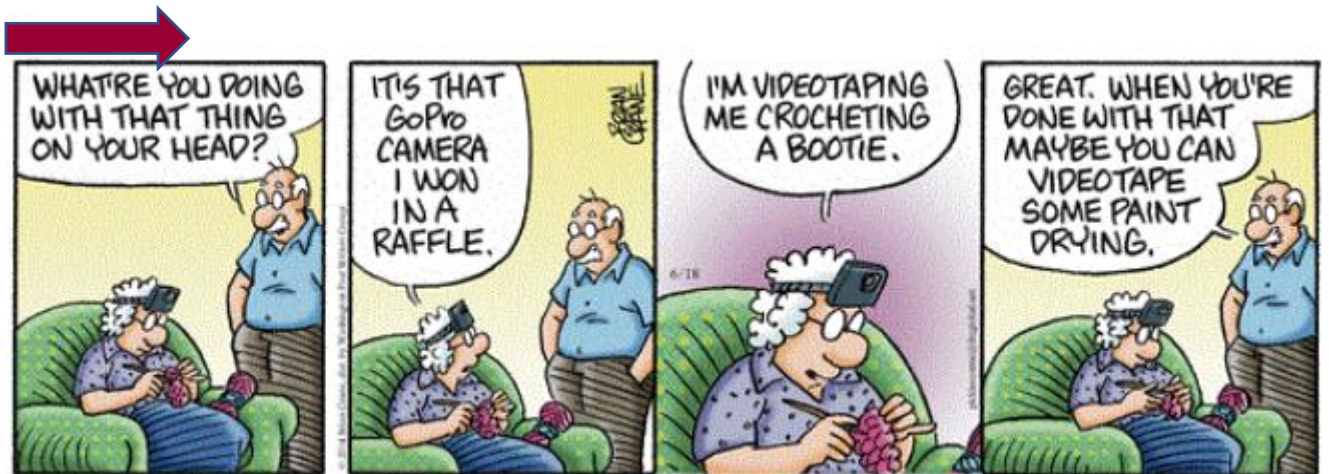
(Think about physical characteristics, clothing and equipment, body language, setting.)



# ACTIVITY 5

## Narrative Essay

Use any **ONE** of the following cartoon strips to write a narrative essay. Your essay should be **between 250-300 words (Gr9 HL)**. Ensure to follow the writing process, thus **plan using a mind-map** and **edit your draft** before writing your final.

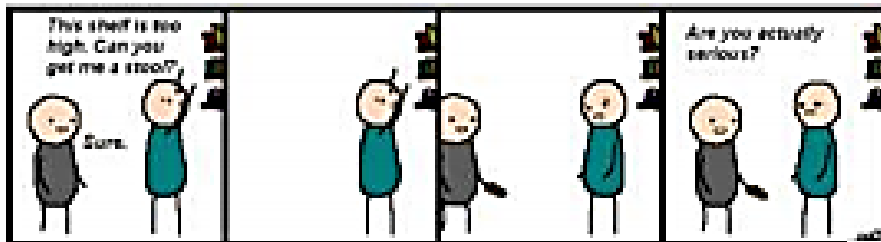


# ACTIVITY 6

## Homophones and Homonyms

**Homophones** are words that sound the same but have different meanings and are spelled differently. Homophones are often the basis of puns because they help to create humour. They are used in advertising because they catch the attention of the reader:

VS



How you look depends on your genes.



**Homonyms** are words that have the same sound and spelling, but different functions and meanings.

- Homonyms are also used to create puns in cartoons and advertisements.

**Example:** Try not to give in to peer pressure.

Peer through the window to see if anyone is home.

- Some homonyms are pronounced slightly differently because a different syllable is stressed.

**Example:** minute (min-uht) = 60 seconds vs minute (my-nyoot) = very small

**Write the following sentences on a piece of paper and choose the correct homophone between brackets**

- The (breaks/brakes) on the bus failed.
- (Who's/Whose) going to drive home.
- Watch out! (Their/There) is a (stationery/stationary) vehicle.
- We had to change the (tire/tyre) when we had a puncture.
- Don't (waist/waste) time trying to fix the broken swing.

# ACTIVITY 7

## Poetry

Read the poem below and answer the questions that follow.

Write your answers on a piece of paper.

### REMEMBER

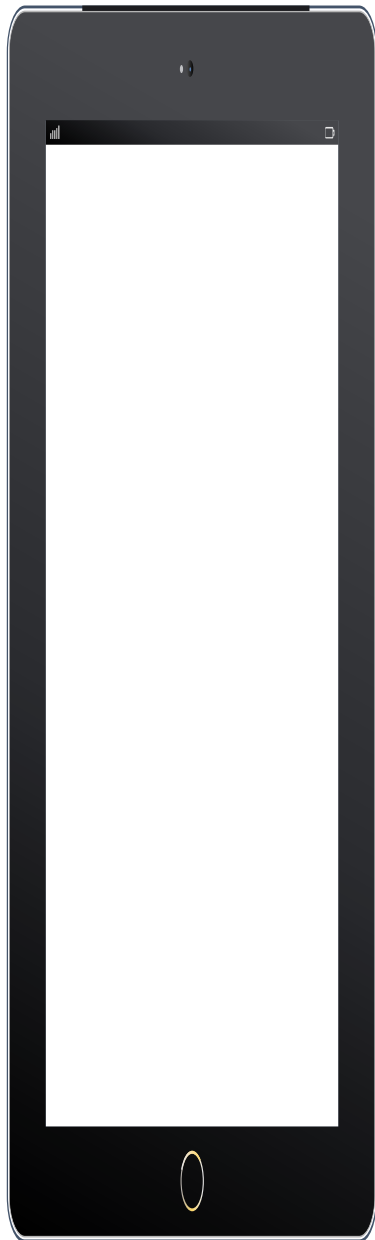
By Christina Rossetti

1 Remember me when I am gone away,  
2 Gone far away into the silent land;  
3 When you can no more hold me by the hand,  
4 Nor I half turn to go yet turning stay.  
5 Remember me when no more day by day  
6 You tell me of our future that you plann'd:  
7 Only remember me; you understand  
8 It will be late to counsel then or pray.  
9 Yet if you should forget me for a while  
10 And afterwards remember, do not grieve:  
11 For if the darkness and corruption leave  
12 A vestige of the thoughts that once I had,  
13 Better by far you should forget and smile  
14 Than that you should remember and be sad.

1. Refer to lines 1–2: 'gone away, /Gone far away'. How do these words set the initial mood of the poem? (2)
2. Explain what the use of the phrase, 'the silent land' (line 2) conveys about the speaker's state of mind. (2)
3. Refer to line 4: 'Nor I half turn to go yet turning stay.' Discuss the significance of this description in the context of the poem. (3)
4. The speaker of this poem is self-centered. Do you agree with this statement? Justify your response by referring to imagery and/or diction. (3)

# ACTIVITY 8

## Poetry



### **Lucky Old Sun**

Up in the morning,  
Out on the job,  
Work like the devil for my pay,  
While that lucky old Sun  
Has nothing to do  
But roll around heaven all day!

Work for my woman.  
Toll for my kids,  
Sweat till I'm wrinkled and grey.  
Has nothing to do  
But roll around heaven all day!

Dear Lord above, can't you see I'm pining?  
Tears roll in my eyes.  
Bring down that cloud with the silver lining,  
Take me to Paradise!

Show me that \*river,  
Take me across,  
Wash all my troubles away.  
Like that old Sun,  
Give me nothing to do  
But roll around Heaven all day!  
*Traditional U.S.A*

## PRE-READING ACTIVITIES (INTRODUCE TEXT)

1. Ask two questions about the title e.g. what is the title of the poem?
2. Ask two questions about the sun (value of the sun, identify adjectives describing the sun in the poem.)

## DURING - READING (features of the text)

1. Read the poem
2. Pay attention to the vocabulary. Write down two words you do not understand and write down their meaning.
3. Discuss the key features about the poem.
  - a) External structure of a poem e.g. long or short lines, word order, use of stanzas or verses, punctuation, etc.)
  - b) Internal structure e.g. does the poet use literal language or imagery (figurative language), like metaphors or similes, rhyme or free verse (no rhyme), rhythm (the beat of the words used), alliteration, assonance, personification, etc)
  - c) Mood /emotions/feelings (how the speaker in the poem feels)
  - d) Theme and message (what the poem is about/what the poet is trying to convey in the poem/what can be learnt from the poem)

## POST- READING (answer questions, compare, contrast, evaluate)

1. What is the theme of the poem?
2. The poet wants to be taken to a particular place where people go to after death.
  - 2.1 What place is that?
3. What is paradise/what kind of place is paradise/what happens in paradise?
4. Do you think the poet can feel/live better in a paradise? Why?
5. The poet says the sun is `LUCKY`.
  - 5.1. Do you agree? Support your answer, basing your argument on the poem.
6. What is the mood of the poem? (Give options and let the learners choose)
7. What is the feeling or emotions in this poem? (give options and let the learners choose)
8. Identify the figure of speech used in line 3.
9. What is the meaning of this phrase, “work like the devil for my pay.”
10. What figure of speech is this phrase “take me to paradise”?
11. What is „paradise“?
12. Identify rhyming words in the poem.
13. Use this proverb in a sentence to show you understand its meaning: “every cloud has a silver lining, line 15”
14. The poet has repeated this phrase, “ But roll around heaven all day”. Why do you think the poet has done this?
15. What can you learn from this poem\ what do you think the poet is trying to convey in this poem?

# ACTIVITY 9

## Advertisement

Study the advertisement below and answer the set questions.

Kalahari.com is a website where customers can order books, DVDs, music, games etc.



1. Identify TWO figures of speech used in "Click-click ding dong!" (2)
2. Explain why the advertiser has used the words "click-click ding dong". In your answer explain what "click-click" and "ding dong" refer to. (3)
3. How does this advert convince the buyer that they should place an order on the website? (1)
4. Write out the abbreviation "Ts & Cs" in full. (1)
5. Explain to what extent the two graphics (pictures) used support this advertisement. (2)
6. What is the name given to the symbol used after the word "orders\*"? (1)

# ACTIVITY 10

## Language Structures and Conventions

**A** Study this example situation:



Sarah and Paul went to the same party last week, but they didn't see each other. Paul left the party at 10.30 and Sarah arrived at 11 o'clock.

So when Sarah arrived at the party, Paul wasn't there.

He **had gone** home.

**had gone** is the *past perfect*.



I/we/they/you he/she/it	<b>had</b>	(= I'd etc.) (= he'd etc.)	<b>gone</b> <b>seen</b> <b>finished</b> etc.
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The past perfect (simple) is **had** + *past participle* (**gone/seen/finished** etc.).

Sometimes we talk about something that happened in the past:

- Sarah **arrived** at the party.

This is the starting point of the story. Then, if we want to talk about things that happened *before* this time, we use the past perfect (**had** ...):

- When Sarah arrived** at the party, Paul **had** already **gone** home.

Some more examples:

- When we got home last night, we found that somebody **had broken** into the flat.
- Karen didn't come to the cinema with us. She'd already **seen** the movie.
- At first I thought I'd **done** the right thing, but I soon realised that I'd **made** a big mistake.
- The people sitting next to me on the plane were nervous. They **hadn't flown** before.  
or They'd never **flown** before.

**B** Compare *present perfect* (**have seen** etc.) and *past perfect* (**had seen** etc.):

*Present perfect*



- Who is that woman? I've **seen** her before, but I can't remember where.
- We aren't hungry. We've just **had** lunch.
- The house is dirty. They **haven't cleaned** it for weeks.

*Past perfect*



- I wasn't sure who she was. I'd **seen** her before, but I couldn't remember where.
- We weren't hungry. We'd just **had** lunch.
- The house was dirty. They **hadn't cleaned** it for weeks.

**C** Compare *past simple* (**left, was** etc.) and *past perfect* (**had left, had been** etc.):

*Past simple*

- A: Was Tom there when you arrived?  
B: Yes, but he **left** soon afterwards.
- Kate **wasn't** at home when I phoned. She **was** at her mother's house.

*Past perfect*

- A: Was Tom there when you arrived?  
B: No, he'd already **left**.
- Kate **had** just **got** home when I phoned. She'd **been** at her mother's house.

**15.1** Read the situations and write sentences using the words in brackets.

- There was a picture lying on the floor.  
(It / fall / off the wall) It had fallen off the wall.
- The people sitting next to you on the plane were nervous. It was their first flight.  
(They / not / fly / before) They hadn't flown before.
- You went back to your home town recently after many years. It wasn't the same as before.  
(It / change / a lot) It .....
- Somebody sang a song. You didn't know it.  
(I / not / hear / it / before) I .....
- I invited Rachel to the party, but she couldn't come.  
(She / arrange / to do something else) .....
- You went to the cinema last night. You got to the cinema late.  
(The film / already / start) .....
- Last year we went to Mexico. It was our first time there.  
(We / not / be / there / before) We .....
- I met Daniel last week. It was good to see him again after such a long time.  
(I / not / see / him for five years) .....
- I offered my friends something to eat, but they weren't hungry.  
(They / just / have / lunch) .....
- Sam played tennis yesterday. He wasn't very good at it because it was his first game ever.  
(He / never / play / before) .....



**15.2** Use the sentences on the left to complete the paragraphs on the right. These sentences are in the order in which they happened – so (a) happened before (b), (b) before (c) etc. But your paragraph begins with the underlined sentence, so sometimes you need the past perfect.

- |                                                                                                                                                                 |   |                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 (a) Somebody broke into the office during the night.<br/>(b) <u>We arrived at work in the morning.</u><br/>(c) We called the police.</p>                   | } | <p>We arrived at work in the morning and found that <u>somebody had broken</u> into the office during the night. So <u>we called</u> the police.</p> |
| <p>2 (a) Laura went out this morning.<br/>(b) <u>I rang her doorbell.</u><br/>(c) There was no answer.</p>                                                      | } | <p>I went to Laura's house this morning and rang her doorbell, but ..... no answer.<br/>..... out.</p>                                               |
| <p>3 (a) Joe came back from holiday a few days ago.<br/>(b) <u>I met him the same day.</u><br/>(c) He looked very well.</p>                                     | } | <p>I met Joe a few days ago. .... just<br/>..... holiday.<br/>..... very well.</p>                                                                   |
| <p>4 (a) James sent Amy lots of emails.<br/>(b) She never replied to them.<br/>(c) <u>Yesterday he got a phone call from her.</u><br/>(d) He was surprised.</p> | } | <p>Yesterday James .....<br/>from Amy. .... surprised.<br/>..... lots of emails,<br/>but .....</p>                                                   |

**15.3 Put the verb into the correct form, past perfect (I had done) or past simple (I did).**

- 1 Paul wasn't at the party when I arrived. He'd gone (He / go) home.
- 2 I felt very tired when I got home, so ..... (I / go) straight to bed.
- 3 The house was very quiet when I got home. Everybody ..... (go) to bed.
- 4 Mark travels a lot. When I first met him, ..... (he / already / travel) round the world.
- 5 Sorry I'm late. The car ..... (break) down on my way here.
- 6 We were driving along the road when ..... (we / see) a car which ..... (break) down, so ..... (we / stop) to help.

# ACTIVITY 11

## Language Structures and Conventions

### PAST PERFECT CONTINUOUS (I HAD BEEN DOING)

**A** Study this example situation:

*yesterday morning*



Yesterday morning I got up and looked out of the window. The sun was shining, but the ground was very wet.

It **had been raining**.

It was *not* raining when I looked out of the window. The sun was shining. But it **had been raining** before.

**had been -ing** is the *past perfect continuous*:

I/we/you/they he/she/it	<b>had</b>	(= I'd etc.) (= he'd etc.)	<b>been</b>	<b>doing</b> working playing etc.
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Some more examples:

- My hands were dirty because I'd **been repairing** my bike.
- Tom was tired when he got home. He'd **been working** hard all day.
- I went to Madrid a few years ago and stayed with a friend of mine. **She hadn't been living** there very long, but she knew the city very well.

You can say that something **had been happening** before something else happened:

- We'd **been playing** tennis for about half an hour when it **started** to rain heavily.

**B** Compare **have been -ing** (*present perfect continuous*) and **had been -ing** (*past perfect continuous*):

*Present perfect continuous*



- I hope the bus comes soon. I've **been waiting** for 20 minutes. (*before now*)
- James **is** out of breath. He's **been running**. (= he **has** been ...)

*Past perfect continuous*



- At last the bus came. I'd **been waiting** for 20 minutes. (*before the bus came*)
- James **was** out of breath. He'd **been running**. (= he **had** been ...)

**C** Compare **was -ing** (*past continuous*) and **had been -ing**:

- It **wasn't raining** when we went out. The sun **was shining**. But it **had been raining**, so the ground was wet.
- Katherine **was lying** on the sofa. She was tired because she'd **been working** hard.

**D** Some verbs (for example, **know**) are not normally used in *continuous* forms (**be + -ing**):

- We were good friends. We **had known** each other for years. (*not had been knowing*)
- A few years ago Lisa cut her hair really short. I was surprised because she'd always **had** long hair. (*not she'd been having*)

**16.1 Read the situations and make sentences using the words in brackets.**

- 1 Tom was very tired when he got home.  
(He / work / hard all day) He'd been working hard all day.
- 2 The children came into the house. They had a football and they were both very tired.  
(They / play / football) \_\_\_\_\_
- 3 I was disappointed when I had to cancel my holiday.  
(I / look / forward to it) \_\_\_\_\_
- 4 Anna woke up in the middle of the night. She was frightened and didn't know where she was.  
(She / have / a bad dream) \_\_\_\_\_
- 5 When I got home, Mark was sitting in front of the TV. He had just turned it off.  
(He / watch / a film) \_\_\_\_\_
- 6 The people waiting at the bus stop were getting impatient. The bus was very late.  
(They / wait / a long time) \_\_\_\_\_

**16.2 Read the situations and complete the sentences.**

- 1 We played tennis yesterday. We didn't finish our game.  
We'd been playing (We / play) for half an hour when it started (it / start) to rain.
- 2 I had arranged to meet Tom in a restaurant. I arrived and waited for him to come.  
\_\_\_\_\_, (I / wait) for 20 minutes when \_\_\_\_\_  
(I / realise) that \_\_\_\_\_ (I / be) in the wrong restaurant.
- 3 Sarah worked in a company for a long time. The company no longer exists.  
At the time the company \_\_\_\_\_ (go) out of business, Sarah  
\_\_\_\_\_ (work) there for twelve years.
- 4 I went to a concert. Soon after the orchestra began playing, something strange happened.  
The orchestra \_\_\_\_\_ (play) for about ten minutes when a man in  
the audience suddenly \_\_\_\_\_ (start) shouting.

**Now make your own sentence:**

- 5 I began walking along the road. I \_\_\_\_\_  
when \_\_\_\_\_

# Questions

## 16.3 Which is right?

- 1 It was noisy next door last night. Our neighbours were having / had been having a party. (were having is correct)
- 2 At the end of our journey we were extremely tired. We were travelling / We'd been travelling for more than 24 hours.
- 3 James was on his hands and knees on the floor. He was looking / He'd been looking for his contact lens.
- 4 Sue was sitting on the ground. She was out of breath. She was running / She'd been running.
- 5 John and I went for a walk. He was walking / He'd been walking very fast and I had difficulty keeping up with him.
- 6 I was sad when I sold my car. I've had it / I'd had it for a very long time.
- 7 I was sad when my local cafe closed. I was going / I'd been going there for many years.
- 8 I'm running a marathon next month. I've been training / I'd been training for it every day.
- 9 I had arranged to meet Kate, but I was late. When I finally arrived, she was waiting / she'd been waiting for me. She was annoyed because she was waiting / she'd been waiting such a long time.
- 10a Joe and I work for the same company. He joined the company before me. When I started a few years ago, he was already working / he'd already been working there.
- 10b I started working at the company a few years ago. At the time I started, Joe was already working / had already been working there for two years.
- 10c Joe still works for the company. He's been working / He'd been working there a long time now.



*That's all Folks!*

# SOURCES USED:

## THANK YOU

- BEYOND EDUCATION PROGRAM STUDENTS of 2020.
- 2014 GRADES 8 AND 9 ENGLISH WINTER SCHOOL SUPPORT MATERIAL
- ENGLISH GRAMMAR IN USE – RAYMOND MURPHY

