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CAPS

Mind the Gap!

English First Additional Language Paper 1:

Language in Context
Study Guide

Grade 12

basic education

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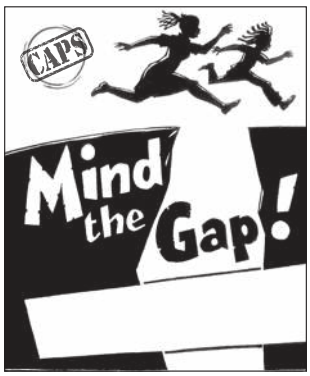

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Curriculum and Assessment Policy Statement (CAPS) Grade 12 English First Additional Language Mind the Gap study guide for Language in Context
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The first edition published in 2012 for the Revised National Curriculum Statement (RNCS) Grade 12 Mind the Gap study guides for Accounting, Economics, Geography and Life Sciences; the second edition, published in 2014, aligned these titles to the Curriculum and Assessment Policy Statement (CAPS) and added more titles to the series, including the CAPS Grade 12 English First Additional Language **Mind the Gap study guide for Language in Context**,
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Ministerial foreword

Matsie Angelina Motshekga, MP
Minister of Basic Education

The Department of Basic Education (DBE) has pleasure in releasing the second edition of the *Mind the Gap* study guides for Grade 12 learners. These study guides continue the innovative and committed attempt by the DBE to improve the academic performance of Grade 12 candidates in the National Senior Certificate (NSC) examination.

The study guides have been written by teams of exerts comprising teachers, examiners, moderators, subject advisors and coordinators. Research, which began in 2012, has shown that the *Mind the Gap* series has, without doubt, had a positive impact on grades. It is my fervent wish that the *Mind the Gap* study guides take us all closer to ensuring that no learner is left behind, especially as we celebrate 20 years of democracy.

The second edition of *Mind the Gap* is aligned to the 2014 Curriculum and Assessment Policy Statement (CAPS). This means that the writers have considered the National Policy pertaining to the programme, promotion requirements and protocols for assessment of the National Curriculum Statement for Grade 12 in 2014.

The *Mind the Gap* CAPS study guides take their brief in part from the 2013 National Diagnostic report on learner performance and draw on the Grade 12 Examination Guidelines. Each of the *Mind the Gap* study guides defines key terminology and offers simple explanations and examples of the types of questions learners can expect to be asked in an exam. Marking memoranda are included to assist learners to build their understanding. Learners are also referred to specific questions from past national exam papers and examination memos that are available on the Department's website – www.education.gov.za.

The CAPS editions include Accounting, Economics, Geography, Life Sciences, Mathematics, Mathematical Literacy and Physical Sciences. The series is produced in both English and Afrikaans. There are also nine English First Additional Language (EFAL) study guides. These include EFAL Paper 1 (Language in Context); EFAL Paper 3 (Writing) and a guide for each of the Grade 12 prescribed literature set works included in Paper 2. These are Short Stories, Poetry, *To Kill a Mockingbird*, *A Grain of Wheat*, *Lord of the Flies*, *Nothing but the Truth* and *Romeo and Juliet*. Please remember when preparing for Paper 2 that you need only study the set works you did in your EFAL class at school.

The study guides have been designed to assist those learners who have been underperforming due to a lack of exposure to the content requirements of the curriculum and aim to mind-the-gap between failing and passing, by bridging the gap in learners' understanding of commonly tested concepts, thus helping candidates to pass.

All that is now required is for our Grade 12 learners to put in the hours required to prepare for the examinations. Learners, make us proud – study hard. We wish each and every one of you good luck for your Grade 12 examinations.

Matsie Angelina Motshekga, MP
Minister of Basic Education
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Dear Grade 12 learner

This *Mind the Gap* study guide helps you to prepare for the end-of-year Grade 12 English First Additional Language (EFAL) Language in Context exam.

There are three exams for EFAL: Paper 1: Language in Context; Paper 2: Literature; and Paper 3: Writing.

There are nine great EFAL *Mind the Gap* study guides which cover Papers 1, 2 and 3.

Paper 2: Literature includes the study of novels, drama, short stories and poetry. A *Mind the Gap* study guide is available for each of the prescribed literature titles. Choose the study guide for the set works you studied in your EFAL class at school.

This study guide focuses on the skills and knowledge you will need to prepare yourself for **Paper 1: Language in Context**.

How to use this study guide

This study guide looks at the three sections of the Paper 1: Language in Context curriculum:

- Section A: Comprehension
- Section B: Summary
- Section C: Language structures and conventions

In sections A and B, you are taken through a step-by-step approach to writing a comprehension and summary question in the exam.

In Section C: Language structures and conventions of this study guide, the following areas are covered:

- Analysing an advertisement
- Analysing a cartoon
- Language use in context

There are also worked examples of grammar questions.

In all the sections of this study guide, there are activities based on exam questions for you to practise your skills. Answers are given for all questions so that you can assess your progress as you revise.

NB	Pay special attention	e.g.	Worked examples		Step-by-step instructions
hint	Hints to help you remember a concept or guide you in solving problems		Activities with questions for you to answer	exams	Refers you to exam questions

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Top 7 study tips

1. Break your learning up into manageable sections. This will help your brain to focus. Take short breaks between studying one section and going onto the next.

2. Have all your materials ready before you begin studying a section – pencils, pens, highlighters, paper, glass of water, etc.

3. Be positive. It helps your brain hold on to the information.

4. Your brain learns well with colours and pictures. Try to use them whenever you can.

5. Repetition is the key to remembering information you have to learn. Keep going over the work until you can recall it with ease.

6. Teach what you are learning to anyone who will listen. It is definitely worth reading your revision notes aloud.

7. Sleeping for at least eight hours every night, eating healthy food and drinking plenty of water are all important things you need to do for your brain. Studying for exams is like exercise, so you must be prepared physically as well as mentally.

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On the exam day

1. Make sure you bring pens that work, sharp pencils, a rubber and a sharpener. Make sure you bring your ID document and examination admission letter. Arrive at the exam venue at least an hour before the start of the exam.

2. Go to the toilet before entering the exam room. You don't want to waste valuable time going to the toilet during the exam.

3. Use the 10 minutes' reading time to read the exam instructions carefully. Remember that you must answer ALL the questions in the three sections of Paper 1: Language in Context.

4. Read through each exam extract carefully so that you fully understand it.

5. Break each question down to make sure you understand what is being asked. If you don't answer the question properly you won't get any marks for it. Look for the key words in the question to know how to answer it. You will find a list of question words on page xii of this study guide.

6. Manage your time carefully. Start with the question you think is the easiest. Check how many marks are allocated to each question so you give the right amount of information in your answer.

7. Remain calm, even if the question seems difficult at first. It will be linked with something you have covered. If you feel stuck, move on and come back if time allows. Do try and answer as many questions as possible.

8. Take care to write neatly so the examiners can read your answers easily.

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Overview of the English First Additional Language Paper 1: Language in Context Exam

The Paper 1 exam is **two hours long**. You must answer **ALL** the questions in the exam paper.

Here is a summary of the **three** sections you will need to complete in the Paper 1: Language in Context exam:

Question number	Section	Number of marks
Question 1	**A. Comprehension** **Text A: Prose text** **Text B: Visual text**	**Total:** 30 marks 24 marks 6 marks
Question 2	**B. Summary**	**Total:** 10 marks
	C. Language structures and conventions	**Total:** 40 marks
Question 3	Advertisement	10 marks
Question 4	Cartoon	10 marks
Question 5.1	Prose extract	14 marks
Question 5.2	Visual extract	6 marks

It is recommended that you spend the following amount of time on each section:

Section 1: Comprehension	50 minutes
Section B: Summary	30 minutes
Section C: Language structures and conventions	40 minutes

- Make sure that you number your answers correctly, according to the numbering system used in the question paper.
- Start each section on a new page.

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Question words

Here are examples of question types found in the exam.

Question type	What you need to do
Literal: *Questions about information that is clearly given in the text or extract from the text*	
Name characters/places/things ...	Write the specific names of characters, places, etc.
State the facts/reasons/ideas ...	Write down the information without any discussion or comments.
Give two reasons for/why ...	Write two reasons (this means the same as 'state').
Identify the character/reasons/theme ...	Write down the character's name, state the reasons.
Describe the place/character/what happens when ...	Write the main characteristics of something, for example: What does a place look/feel/smell like? Is a particular character kind/rude/aggressive ...
What does character x do when ...	Write what happened – what the character did.
Why did character x do ...	Given reasons for the character's action according to your knowledge of the plot.
Who is/did ...	Write the name of the character.
To whom does xx refer ...	Write the name of the relevant character/person.
Reorganisation: *Questions that need you to bring together different pieces of information in an organised way.*	
Summarise the main points/ideas ...	Write the main points, without a lot of detail.
Group the common elements ...	Join the same things together.
Give an outline of	Write the main points, without a lot of detail.
Inference *Questions that need you to* ***interpret*** *(make meaning of) the text using information that may not be clearly stated. This process involves thinking about what happened in different parts of the text; looking for clues that tell you more about a character, theme or symbol; and using your own knowledge to help you understand the text.*	
Explain how this idea links with the theme x ...	Identify the links to the theme.
Compare the attitudes/actions of character x with character y ...	Point out the similarities and differences.
What do the words ... suggest/reveal about /what does this situation tell you about ...	State what you think the meaning is, based on your understanding of the text.
How does character x react when .... **Describe how** something affected ... **State how** you know that character x is ...	Write down the character's reaction/what the character did/felt.
What did character x mean by the expression ...	Explain why the character used those particular words.
Is the following statement **true or false**?	Write 'true' or 'false' next to the question number. You must give a reason for your answer.
Choose the correct answer to complete the following sentence (multiple choice question).	A list of answers is given, labelled A–D. Write only the letter (A, B, C or D) next to the question number.
Complete the following sentence by filling in the missing words ...	Write the missing word next to the question number.
Quote a line from the extract to prove your answer.	Write the relevant line of text using the same words and punctuation you see in the extract. Put quotation marks (" " inverted commas) around the quote.

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Evaluation *Questions that require you to make a judgement based on your knowledge and understanding of the text and your own experience.*	
Discuss your view/a character's feelings/a theme ...	Consider all the information and reach a conclusion.
Do you think that ...	There is no 'right' or 'wrong' answer to these questions, but you must give a reason for your opinion based on information given in the text.
Do you agree with ...	
In your opinion, what ...	
Give your views on ...	
Appreciation *Questions that ask about your emotional response to what happens, the characters and how it is written.*	
How would you feel if you were character x when ...	There is no 'right' or 'wrong' answer to these questions, but you must give a reason for your opinion based on information given in the text.
Discuss your response to ...	
Do you feel sorry for ...	
Discuss the use of the writer's style, diction and figurative language, dialogue ...	To answer this type of question, ask yourself: Does the style help me to feel/imagine what is happening/what a character is feeling? Why/why not? Give a reason for your answer.

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words to know

100 most commonly used English words

This is a useful list of words to learn that will boost your English vocabulary and help you with writing and reading. These words make up about half of all written texts!

Knowing these words will also help you to read faster and understand more.

You will be able to identify them quickly in any text and then have more time to focus on the words you don't know.

In alphabetical order									
a	back	even	her	just	not	over	the	to	when
about	be	first	him	know	now	people	their	two	which
after	because	for	his	like	of	say	them	up	who
all	but	from	how	look	on	see	then	us	will
also	by	get	I	make	one	she	there	use	with
an	can	give	if	me	only	so	these	want	work
and	come	go	in	most	or	some	they	way	would
any	could	good	into	my	other	take	think	we	year
as	day	have	it	new	our	than	this	well	you
at	do	he	its	no	out	that	time	what	your

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words to know

The table below shows how the 100 words are used:

Time	Value	Joining words	Modal	Verbs	Number	Nouns	Articles	Preposition	Pronouns	Function words	Function words
after	good	and	can	come	all	day	a	by	I	back	also
now	just	because	could	do	any	people	an	in	he	it	as
then	like	but	will	get	first		the	into	her	its	even
time		how	would	give	one			on	him	most	for
when		what		go	some			over	his	new	if
year		which		know	two			to	me	no	of
		who		look				up	my	not	or
				make				about	our	only	out
				say				at	she	other	so
				see				from	their	than	that
				think					them	this	there
				work					they	way	these
				have					us	well	use
				take					we	with	
				be					you	want	
									your		

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words to know

These are useful words for you to learn for the Language in Context exam.

abbreviation – a shortened version of a word (e.g., prof (professor); doc (doctor))

acronym – a word made up from the first letters of the name of something (e.g., SARS (South African Revenue Service))

active voice – the subject of the sentence does the action (e.g., Sipho threw the ball)

adjective - the part of speech used to describe a person, place or thing (e.g., The old, gray cat slept in a warm basket.)

adverb – the part of speech which describes a verb (e.g., The old man walked slowly.)

alliteration – the use of several words that begin with the same sound or letter in succession (e.g., silvery snakes slide swiftly)

allusion – writing or speaking that mentions a subject, person, etc. indirectly (e.g., Some members of the class seem to think rules don't apply to them.)

ambiguity – a possible double meaning which may make a message unclear when used by mistake (e.g., The lady hit the man with the umbrella.)

analyse – to look closely at a text so that you notice everything about the way in which it has been written

anecdote – a short story based on personal experience

antonym – a word that is opposite in meaning to another word in the same language (e.g., tall is an antonym of short)

appreciation – an understanding of the importance or meaning of something, such as a piece of writing

appropriate – correct or suitable for a particular time, situation, or purpose

assonance – repetition of vowel sounds in two or more words to create effect (e.g., slow boats float on the ocean)

assumptions – something that you think is true although you have no definite proof

bias – an opinion about whether something is good or bad which influences how you feel towards it

caricature – a cartoon type drawing of a well-known person which exaggerates their most obvious features (e.g., Barack Obama with big ears)

cartoon – a drawing, which may include words, which is meant to be amusing

clause – a group of words which contains a finite verb. A sentence is made up of one or more clauses.

coherent – something which makes logical sense (e.g., a coherent paragraph has a clear development of ideas)

cohesive – a cohesive answer or text is one which flows and where all ideas hold together

colloquial – language or words that are used mainly in informal conversations rather than in writing or formal speech (e.g., How're you doing? rather than the formal, How are you?)

comic strip – a series of pictures or drawings which tell a funny or interesting story

concord – the agreement of subject and verb. If a subject is singular, the verb must be singular (e.g., The team has new members). If a subject is plural, the verb must be plural (e.g., The teams have new members).

conjunction – the part of speech which is used to join ideas (e.g., and, but, or)

connotation – the feelings attached to the meaning of words (e.g., *holiday* has positive feelings attached to it; *murder* has feelings of fear and negativity)

context – the part of a text which surrounds a word and gives it meaning (e.g., The judge had a grave look on his face as he sentenced the prisoner. The context of "grave" tells the reader which meaning "grave" has in this sentence.)

denotation – the literal meaning of a word; the definition given by a dictionary

direct speech – the exact words someone says. These should be written in inverted commas (e.g., "I am ready to write my exams," Thabo said.)

edit – to read over carefully what has been written, to improve the style and correct errors

emotive – emotive language is language which arouses strong feelings

euphemism – a polite word or expression that you use instead of a more direct one to avoid shocking or upsetting someone (e.g. Pass away is a euphemism for die)

evaluate – to judge the value or worth of something, taking into account the information and experience which you have

exaggerate – to describe something as greater or larger than it really is (e.g., His shoes must have cost millions.)

explicit – clearly or directly stated (the opposite of **implicit**)

figurative – language which describes things by using figures of speech (e.g., similes, metaphors, alliteration. Figurative expressions are descriptive and not literal.)

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words to know

font – the style and size in which a text is printed

homonym – a word which has both the same sound and spelling as another word but a different meaning (e.g., the noun bear and the verb to bear)

homophone – a word which sounds the same as another but is spelled differently and has a different meaning (e.g., one and won)

hyperbole – an big exaggeration (e.g., He ate a mountain of food.)

image – a picture. An image can also be a picture created by words.

imagery – lively, detailed description through which writers share their ideas

impact – the effect or influence that an event, situation etc. has on someone or something

imply (**implied** – past tense) – suggest, but not to state directly (e.g., He was in the room when your bag went missing.)

infer – to form an opinion about something; to draw a conclusion from the information which is available (e.g., If he does not answer your call, you can infer that he does not want to speak to you.)

inference – an opinion based on the information available (e.g. If you do not attend soccer practice, the inference amongst the other players will be that you do not care about the team.)

interpret – to explain the meaning of something in your own words (e.g., "You must interpret the meaning of line 2 of the poem", the teacher told the class.)

irony – something which is the opposite of what is expected (e.g. She found maths difficult at school, so it is an irony that she is now an accountant.)

key words – the most important words in a piece of writing. You may be asked to underline key words to improve your understanding of a passage.

literal – the exact, straightforward meaning of something

literacy – the ability to read and write

logo – a symbol which belongs to a certain product (e.g., each make of car has its own symbol)

metaphor – a direct comparison; like or as are not used (e.g., Themba is a lion in battle.)

noun – the part of speech which names a person, place or thing (e.g., Angela wore a hat to the party.)

onomatopoeia – words which sound like what they describe (e.g., a brush swishes, a cow moos)

oxymoron – words which seem to contradict each other are used to describe something (e.g., Being sent to prison for life must feel like a living death.)

passive voice – the object of a sentence becomes the subject (e.g., The ball was thrown by Sipho, instead of Sipho threw the ball.)

personification – something which is not human is described in human terms for effect (e.g., The sun smiled when it looked down at the earth.)

phrase – a group of words which do not contain a finite verb (e.g., The yellow car). A sentence has phrases in it.

point of view – a particular way of thinking about or judging a situation (e.g., From an economic point of view, the new development will benefit the town greatly.); also someone's personal opinion or attitude about something (e.g., I respect your point of view, but I'm not sure I agree with you.)

prefix – a syllable added to the beginning of a root word to change the meaning of the original word (e.g., co-operate, preview). Prefixes are often used to create opposites (e.g., disappoint, unhappy)

prejudice – an opinion already formed; bias (e.g., It is prejudiced to expect all nurses to be women.)

preposition – the part of speech which shows the link between two things (e.g. The basket is on/over/under/beside the chair.)

pronoun – the part of speech which takes the place of a noun (e.g., John loves Martha – He loves her)

pun – a play on words (e.g., Seven days without water makes a person weak. "Weak" is a play on "week", which has seven days.)

reflect – to think carefully about something (e.g., When I reflect on how I behaved at school, I feel ashamed.)

register – the use of a different language style to suit different speakers and audiences. Language can be formal (e.g., How do you do?) or informal (e.g., Hi/Howzit) depending on who is speaking and who is being addressed.

root word – a word before it has had a prefix or suffix added to it

sarcasm – speaking or writing using expressions which clearly mean the opposite of what is felt in order to be unkind or offensive in an amusing way (e.g., saying to someone who has arrived at a meeting very late, "So good of you to come.")

scan – to run one's eyes over a text in order to find specific information (e.g., you scan a telephone directory for a name and number, or a timetable for the time of a train or bus)

simile – a comparison using 'like' or 'as' (e.g., He ran like the wind. He is as brave as a lion.)

skim – to read a text very quickly to get an overview (e.g., skim the newspaper headlines for the main news)

slogan – a well-known saying which belongs to a certain product (e.g., 'finger lickin' good' is KFC's slogan)

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words to know

suffix - a small word added to the end of a root word to change the meaning of the original word (e.g., helpless, manager)

stereotype – a fixed (and often biased) view about what a particular type of person is like (e.g., the stereotype of a rugby player is of a big, strong man). Stereotypes can be dangerous when all members of a particular group are regarded in the same negative way (e.g., foreigners)

symbol – something which stands for or represents something else (e.g., a dove is a symbol of peace)

synonym – a word which has the same meaning or nearly the same meaning as another word in the same language (e.g., big and large are synonyms)

target market – a group of people an advertisement aims to attract as customers

text – a written text is a piece of writing. A visual text conveys a message through pictures, diagrams etc.

tone – the emotional message in a text (e.g., The tone of the letter is angry and critical.)

verb – the part of speech which describes doing (e.g., to play, to fight) or being (e.g., to be, to seem)

visual literacy – the ability to see and find meaning in pictures, photographs, diagrams, etc.

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Section A

Comprehension

A comprehension tests your understanding of the meaning of a text or message that you have read.

In this section, you will learn the steps that will help you to answer the comprehension question in the exam:

1. **The exam comprehension**
2. **Text A: Written extract**
3. **Text B: Visual text**
4. **What is expected from you in the exam?**

1. The exam comprehension

The comprehension question in the exam has two parts – Text A and Text B:

- **Text A** is a written extract.
- **Text B** is a visual text. It includes a picture, for example, a photograph or a drawing. It will also include some words linked to the picture.

The exam questions based on these two texts will test your ability to:

- **Make sense** of what you read and **respond** to it.
- Understand the **literal** meaning; and the deeper, **figurative** meaning of a text.
- Understand the writer's **intention** or **purpose** in writing the text.
- **Appreciate** the text and reach conclusions by forming your own opinions about the text.
- **Evaluate** the effectiveness of the text in terms of its purpose.

In this study guide, you will find examples of how to answer the comprehension question based on the questions and answers from past exam papers. You will be shown how to approach the exam question by:

- Reading the **exam instructions** carefully so that you understand what the examiner requires you to do.
- Reading through an **exam extract** carefully so that you gain the most understanding from it.
- Reading the **exam questions** carefully so that you understand how to answer them.

vocab

Appreciate: To give an opinion on a text based on your own view.

Evaluate: To assess or judge a text.

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Steps to writing the written comprehension question

There are three main steps involved in writing a comprehension question in the exam:

2. Text A: Written extract

The first part of the comprehension question is Text A. It includes a written extract and questions. You will need to read the extract carefully and then answer questions on it. When you answer the questions, follow this three-step reading process:

Step 1 - Skim and scan the text extract and questions

Step 2 - Read the text carefully

Step 3 - Answer the questions

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Step 1 - Skim and scan the text and questions

Look over the text quickly (**skim**) to get an idea of what the text is about.

Take note of things such as:

- How many paragraphs there are in the extract;
- The title of the extract, which may also offer a clue to the content of the passage and the writer's intention;
- The headings and sub-headings;
- Who wrote the text and where it came from, if this information is given;
- Key words and names;
- Topic sentences;
- Unfamiliar, unusual or difficult words;
- The introductory paragraph – it often creates the atmosphere and provides the setting for what is to follow; and
- The final paragraph – it usually summarises the extract.

vocab

Skim: To read through the text and the questions to quickly to get an idea of what they are about.

Then, quickly look at (**scan**) the questions. This will give you an idea of what kind of information to look for when you read the text again. Notice things such as:

- Names of people or places; and
- The question words and instructions.

Spend about 5 minutes on Step 1 (for text A).

vocab

Scan: To look quickly through a text for specific information, for example, names of people or places.

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Step 2 - Read the text carefully

When you read the extract, take time to read it closely so that you understand what you are reading. Once you have read the text, think about the 'W-H' question words: who, what, where, when, why, how.

- WHO are the characters (in a fiction text) or the people written about (in a non-fiction text)?
- WHAT is the main idea in the extract?
- WHERE do the events in the extract take place?
- WHEN do the events in the extract take place?
- WHY has this text been written?
- HOW does the writer express himself or herself? What type of language has the writer used?

As you read, consider both the literal and figurative meaning of words, phrases and sentences. For example, 'the story touched my soul' does not literally mean that a story touched your soul, but figuratively that it had an emotional effect on you.

Step 3 - Answer the questions

Read the questions. As you read through them, jot down any answers that immediately come into your mind in the 'rough work section' of your answer book.

Take a minute to think about what each question asks you to do. Here are some tips for answering comprehension questions:

vocab

Key words and **topic sentences** show the main ideas in the paragraph.

- The **mark allocation** indicates the number of points required. For example, if the question is for 2 marks, you need to make two points.
- Look for the **key words** or **topic sentence** in each paragraph – it often suggests what each paragraph is about. (Sometimes a paragraph does not have a topic sentence.)
- Do not copy directly from the text, unless you are asked to quote. Try to answer the questions in your **own words**, using full sentences.
- If you are asked to give a synonym or antonym of a word, use the same part of speech and tense as the original word. For example, replace a noun with a noun (joy – happiness); and a verb with a verb (look – stare; looked – stared).
- Avoid starting sentences with conjunctions such as "but" or "because".
- Do not confuse TRUE/FALSE questions with YES/NO questions. Do not write T/F for TRUE/FALSE. Always back up a TRUE/FALSE or YES/NO answer with a reason unless the question specifically says that all you need to do is give the one-word answer.
- When asked to quote a phrase, remember that a phrase refers to a group of words without a verb, for example, 'in the morning'. If asked to quote **consecutive words**, keep to the required number of words.

vocab

Consecutive words: Words that follow one after the other, with no other words between them.

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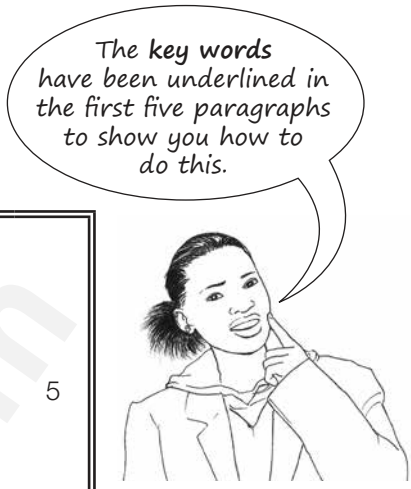
Activity 1

Read TEXT A and answer the questions that follow.



Text A

1. In South Africa, more than 8 million children currently receive social grants from the state. The Department of Social Welfare regards 1,5 million children as orphaned or vulnerable, but only 500 000 of these children have been placed in foster care, leaving a large number still waiting to be placed. Another cause for concern is that 20 000 households in our country are headed by children. Only 1 900 children are adopted in South Africa every year.

2. Poverty is often a root cause of child abandonment, threatening the hopes and dreams of these innocents. A mended pair of pants still shows its damage, and so it is with children who adapt to their environment but carry scars with them throughout their lives. Yet every so often someone comes along and does a great patch-up job.

3. They say home is where the heart is. For the children of House Jerome, in Irene, the joy on their faces is proof of this. At first glance, you would not know that many were abandoned in dirty toilets or on rubbish dumps.

4. The family home of Basil and Dehlia Fernie serves as a shelter for abandoned babies and children seeking crisis care. Living in a household with 10 children who are not your own seems like a job for an abnormal person. Why would anyone choose this lifestyle? For the past 28 years they have opened up their home to more than 300 children; nurtured and cared for them. Their purpose is to provide a stable place of safety which will help prepare these children for long-term foster families or potential adoptions.

5 The Fernies are a happy couple with a good sense of humour. After many years of being involved in children's ministries, they established House Jerome as a means to help children in need. With four biological children already, their home became a playground filled with love and dedication.

6 I notice Basil drinking coffee out of a mug with a picture of a teddy bear on it. What seems like a job that could truly drive a person insane is, in actual fact, the source of peace and contentment in their lives.

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7. One such example is the story of Jerome. At only ten days old, he was taken to House Jerome and set up for a possible adoption. It is just coincidence that the little boy carried the same name as the shelter. This encouraged the Fernies to adopt him as their own. Jerome was one of the first adoptions by a family from a different race. A decision that was unheard of before the 1994 elections has become a worldwide trend in recent years. Jerome confesses his upbringing was never focused on growing up with white parents. "I am here, this is me and this is my home. My family is just as normal as yours."

8. Jerome has had to face a number of challenges in his life, such as **Attention Deficit Disorder** (ADD), academic failure and a struggle with drug addiction. Now 19, he is an optimistic young man about to write his matric. Dehlia notes that even though these children come with baggage, you cannot blame rejection for a child's wrongdoings. In the end, it was her love and commitment that saw Jerome through his teenage troubles. The family works closely with social workers to ensure a detailed screening process is done before all placements, and the majority are given the gift of a happy ending.

9. While some come and go, for Basil and Dehlia the joy lies in seeing how the child has grown and knowing they played a role in making a difference.

[Adapted from *Centr'd*, Spring 2010]

vocab

Attention Deficit Disorder (ADD): A condition causing people not to be able to concentrate on something for a long period of time.

1. Refer to paragraph 1.
Who is responsible for giving the numbers of 'orphaned or vulnerable children'? (1)

1.1. A large number of children are awaiting foster care or adoption. Identify another social problem mentioned in this paragraph. Do NOT quote. (1)

1.2 Choose the correct answer to complete the following sentence.
By using the word 'only' in line 6, the writer is emphasising that the number of children adopted is ...
A acceptable.
B too small.
C incorrect.
D too large. (1)

hint When asked to **refer** to a paragraph, it means you must go back to that paragraph in the extract to find the answer.

2. **Refer** to paragraph 2.

2.1 Using your OWN words, explain what is meant by the phrase 'root cause'. Refer to BOTH words. (2)

2.2 Explain why the writer compares 'a mended pair of pants' to children who 'carry scars with them'. (2)

3. Refer to paragraph 3.
Quote FIVE consecutive words from the text that support the idea that the children of House Jerome are satisfied. (1)

4. Refer to paragraph 4.
Using your OWN words, say what Basil and Dehlia Fernie's TWO long-term aims are in providing shelter for abandoned children. (2)

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5. Refer to paragraph 5.

5.1 Why is it important for the Fernies to have a good sense of humour? (1)

5.2 Is the following statement TRUE or FALSE? Give a reason to support your answer.

The Fernies do not have any children of their own. (2)

6. Refer to paragraph 6.

6.1 Do you think the picture of the teddy bear on Fernie's mug is suitable? Give TWO reasons for your answer. (2)

6.2 Write a **synonym** for 'insane' (line 28). (1)

7. Refer to paragraph 7.

7.1 What encouraged the Fernies to adopt Jerome? (1)

7.2 What was unusual about Jerome's adoption? (1)

8. Refer to paragraph 8.

8.1 Write down any TWO difficulties Jerome has had to face in his life. (2)

8.2 In lines 41 – 42 it is stated: '... you cannot blame rejection for a child's wrongdoings'.

Do you agree? Give a reason to support your answer. (2)

9. This passage does not have a title.

9.1 Provide a suitable title of no more that SIX words for this passage. (1)

9.2 Explain why you have chosen this particular title. (2)

[25]

vocab

Synonym: A word that has the same, or similar, meaning as another word in English.

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Answers to Activity 1

1. The Department of Social Welfare ✓
OR Social Welfare Department ✓
OR Social Welfare ✓ (1)

1.2 About 20 000 households are headed by children. ✓
OR Many children are in charge of households/ families. (1)

1.2 B/ too small ✓) (1)

2. 2.1 It is the basic reason for child abandonment. ✓
OR thing that leads to child abandonment. (2)

2.2 When trousers are mended the stitches can be seen and they look like a scar. In the same way, children who have been damaged may have emotional scars. ✓ (2)

3. 'the joy on their faces' ✓ (1)

4. They prepare children to go to foster homes or to be legally adopted.✓✓. (2)

5. 5.1 They need a sense of humour because their job is serious and difficult. ✓
OR
They need a sense of humour because seeing the funny or lighter side of life helps them to keep going. (1)

5.2 False. They have four of their own children. ✓✓ (2)

6. Yes, it is suitable because their house is filled with children and children like teddy bears. He is able to relate to the children and it shows that he likes the children. ✓✓
OR
No, the picture is not suitable because Fernie is a grown-up and he should project a grown-up image and not use a mug that looks childish. ✓✓ (2)

6.2 mad ✓ or abnormal ✓or crazy ✓ (1)

7. 7.1 Jerome had the same name as the shelter. ✓ (1)

7.2 He was from a different race. ✓ (1)

8. He had Attention Deficit Disorder (ADD). ✓
He failed at school. ✓
He was addicted to drugs. ✓ (2)

8.2 Yes, Jerome is a perfect example of overcoming rejection as he made a success of his life. ✓✓
OR
No, Jerome might be one example of someone overcoming rejection but sometimes the damage is lasting or permanent. ✓✓ (2)

hint
To answer question 2.2, you must not copy sentences directly from the text. Your "OWN words" does not mean your own opinion. It means you must re-write the text according to how you understand it.

NB
A TRUE or FALSE answer must always be supported by a strong reason. If you only write the word TRUE or FALSE, you will get no marks.

hint
Any Two of these answers to question 8 will earn you 2 marks.

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9. Help for the vulnerable. ✓
OR
House Jerome offers hope. ✓ (1)

9.2 The title 'Help for the vulnerable' expresses that the extract is mainly about people who are helping vulnerable children. ✓✓
OR
The title 'House Jerome offers hope' shows that the extract is about a place called House Jerome which is giving hope to desperate children. ✓✓ (2)

[25]

hint
These are examples of the types of answers that will earn you marks

exams

For more practice on writing comprehensions, go to these past exam papers:

- November 2010, page 3, Question 1
- November 2011, page 3, Question 1
- November 2012, page 3, Question 1

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A **visual text** is a picture or image that is linked to words.

3. Text B: Visual text

The second part of the comprehension question is Text B. Text B is a **visual text** – it has a picture and some text, followed by some questions.

Steps to writing the visual comprehension question in the exam

When you read a visual text, follow these steps:

vocab

Facial expression: How people's faces show emotion, for example, a smile shows happiness.

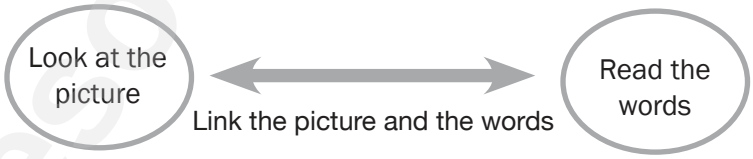
Body language: How people move, stand or sit, and what they do with their hands to show how they feel.

Gesture: How people use their hands to show emotion or to emphasise what they are saying.

Step 1 - Look at the picture

Look at ALL the details in the picture. For example:

- What is the content of the picture? If there are people in the picture, what are they doing? Where are they?
- The **facial expressions** of the people in the picture;
- The **body language** of the people in the picture;
- The **gestures** the people are using in the picture;
- The use of light and darkness in the picture;
- The positioning of each part of the picture – what is in the front, background or centre of the picture?; and
- Think about the mood created by the picture.



Step 2 - Read the words and link them to the picture

Read the words in the heading of the picture and the words below the picture.

- Look at the picture again.
- Think about how the words support what you see in the picture.

Step 3 - Answer the questions

Read the questions for Text B and answer them.

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Activity 2

Look closely at the image and the text below, and then answer the questions that follow.

Text B

JOURNEY TO CONFIDENCE

When you are self-assured, you can tackle challenges head-on. But self-belief does not come naturally to everyone. Sometimes you need some help on the way to a more confident you.

Questions

1. Refer to the following:
   '... you can tackle challenges head-on.'
   The word 'head-on', in the context of TEXT B, means ...
   A facing challenges directly.
   B hitting challenges with your head.
   C thinking about challenges often.
   D avoiding challenges. (1)
2. In your OWN words, explain what is meant by 'journey to confidence'. (2)
3. How is the idea of self-confidence supported by the picture? (2)

[5]

hint To answer question 1, write down the question number and the correct letter and/or words.

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hint

'Head-on' is a saying or idiom. It means to face something directly.

Answers to Activity 2

1. A/ Facing challenges directly. ✓ (1)
2. Confidence is not achieved easily. ✓
   It takes some time to become confident. ✓ (2)
3. The girl is smiling and looking confident. ✓
   She is not afraid to hang on a rope in mid-air. ✓ (2)

[5]

4. What is expected from you in the exam?

In the exam, the comprehension question is worth **30 marks** out of 80 marks for Paper 1. You must answer both parts of the comprehension question – Text A and Text B.

exams

For more practice on visual **comprehensions**, go to these past exam papers:

- November 2011, page 6, Question 1
- November 2012, page 6, Question 1
- Feb/March 2013, page 6, Question 1

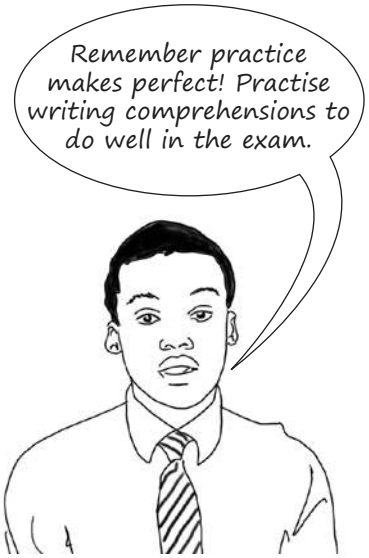
Text A is an extract of between 600 and 700 words. You will need to read the extract carefully and then answer the questions based on the extract.

Text A is worth **24 marks**.

Text B is a visual text. It includes a picture, for example, a photograph or a drawing. It will also include some words related to the picture.

Text B is worth **6 marks**.

The exam is two hours long and your should spend about **50 minutes** on the comprehension question.



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Section B

Summary

A summary is a shortened version of a longer text. It keeps the basic meaning of the text. It contains relevant facts and accurate information from the text. It does not contain details from the text, for example, direct quotations.

In this section, you will learn the steps that will help you to write the summary question in the exam:

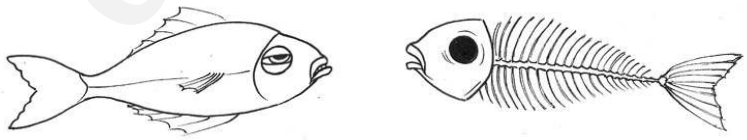
1. **The exam summary**
2. **Writing a summary**
3. **What is expected from you in the exam?**

1. The exam summary

In the exam for Section B: Summary, you will be instructed to:

- Read a text of about 250 words;
- Write a summary of the text in **point form**. Write SEVEN points using no more than 70 words in total. Make sure each point is numbered.
- Write only one point per sentence. Each point must be a complete sentence;
- Not quote or copy sentences directly from the text. Use your own words, as far as possible; and
- Count your words when you are finished and write the total number of words down underneath your summary.

Think of a summary as the skeleton of a fish. You are given a whole fish and you have to extract the bones only. The shape of the fish stays the same, just as the basic meaning of the extract or text stays the same.



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vocab

Keep to the topic means that you keep to the main idea or message in each of your seven points.

2. Writing a summary

A good summary should contain seven correct points that **keep to the topic** and are expressed clearly. You should use your own words, as far as possible. Your summary should not contain grammar, spelling or punctuation errors.

Steps to writing a summary in the exam

There are five steps involved in answering a summary question in the exam.

Step 1 - Read the question

- Read the question carefully. The question will tell you what the summary is about.
- Look for the **key words** in the question. These will guide you so that you know what information to look for in the text extract.
- Read the instructions.

Step 2 - Read the text extract

- Read the text extract carefully.
- Underline key sentences that are related to the topic in the question.

vocab

Key words and **key sentences** link to the main idea or topic in the extract.

Step 3 - Plan your summary

- Look at the **key sentences** or phrases you have underlined. Make sure that they focus on the topic.
- Number each sentence to check that you have identified seven points.

Step 4 - Draft and edit your summary

- Write a draft summary – your list of seven points – in your own words.
- Edit your work by correcting any errors.
- Count the number of words to check whether you need to write more or edit (cut) your text down.

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Step 5 - Write your final summary

- Write your final summary of seven points.
- Cross out your draft.
- Count the number of words and write an accurate word count in brackets at the end of your summary.

Be honest in your word count! If you write more than 70 words, the examiner will only mark up to 70 words

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Worked example: Summary

Here is an example of a summary question from a past exam paper. Try to do the summary, following the steps on the next page. When you have finished, compare your summary to the example on page 18.

Question

The summer holidays are approaching. You have been asked to write a list of SEVEN safety tips for this period. Use the following passage to compile your list.

Read the passage (TEXT C) below and write a list of SEVEN main points for inclusion in your list.

Instructions

1. List SEVEN points in full sentences using NO MORE than 70 words.
2. Number your sentences from 1 to 7.
3. Write only ONE point per sentence.
4. Use your OWN words.
5. Indicate the total number of words you have used in brackets at the end of your summary.

Text C

PLAY IT SAFE THIS SUMMER

Summer is here and those long winter days of being cooped up in the house are all but gone. But while we want to have fun, warmer weather comes with many hidden dangers, some of which can be fatal. The hot summer weather attracts all South Africans to water, but it is not just a pool that can pose a drowning risk. Our country also has many rivers, dams and beaches. Regardless of their swimming ability, children should never be allowed in the water without adult supervision.**1**

Avoid sunburn. Applying a good sunscreen and reapplying often is vital.**2** This goes for all skin types. Use a good product and wear a wide-brimmed hat for extra protection.**2** Active people who sweat a great deal become dehydrated easily. Drinking plenty of fluids to prevent dehydration is essential.**3** Water, milk and fruit juices are ideal, but drinks containing caffeine should be avoided.

Insects carrying diseases love bushy areas as much as nature lovers do. A person showing signs of fever, headache or fatigue may have been bitten by an insect. To avoid being bitten, use long-lasting insect repellent and treat clothes with it too.**4** Food poisoning is no fun. Use caution when eating food from picnic baskets in hot weather.**5** Pack food in insulated containers and keep it cool with ice bricks.

At a playground, ensure that all equipment is safe and be careful of hot surfaces **6** like metal slides which can cause serious burns. Always adhere to safety regulations because a fun ride on a scooter or skateboard without protective gear might end with you landing in hospital.**7** A few simple precautions can ensure a healthy, happy summer in the great South African outdoors.

[Adapted from *YOU PULSE*, 3 November 2011]

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Step 1: Read the question

The question says:

> 'The summer holidays are approaching. You have been asked to write a list of SEVEN safety tips for this period. Use the following passage to compile your list.'

The **key words** in the question are *safety tips*. This will be the **topic** of your summary.

vocab

Key words are words that link to the main idea or topic in the extract.

The **topic** in this extract is safety tips.

Step 2: Read the text extract

- Read the text extract carefully.
- Underline key sentences that are related to *safety tips*. This has been done in the extract on page 16 to show you how.

Step 3: Plan your summary

- Make sure each of the sentences focuses on *safety tips.*
- Number the underlined sentences to check that you have identified seven points. This has been done in the extract on page 16 to show you how.

Step 4: Draft and edit your summary

- Write a draft summary – your list of seven points – in your own words.
- Edit your work and correct any errors.
- Count the number of words to check whether you need to write more or cut down the number of words.

notes

Writing summaries using the imperative form

A useful way to write your summary for a text like this, which is about giving instructions, is to use the **imperative form** for each of your sentences.

The usual word order in an imperative sentence is:
verb + object, without a subject.

For example, a sentence states: "Everyone must follow all safety rules."
You can change this to the imperative form by dropping the subject ("Everyone") and the auxiliary verb ("must").
Now your sentence reads: "Follow all safety rules."
This is an imperative sentence.

Using imperatives will cut down the number of words in your summary.

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Step 5: Write your final summary

- Write your final summary of seven points. Number the points. Cross out your draft.
- Count the number of words and write an accurate word count at the end of your summary.
- The table below shows how the seven points identified in the text have been rewritten in point form. The most important facts have been drawn from the extract. It is an example of a good summary using the imperative form. It has a total of 67 words.

Answer to Worked example: Summary

Point	Relevant part of Text C	Summary in point form in own words
1.	"Regardless of their swimming ability, children should never be allowed in the water without adult supervision."	Always supervise children near water, even those who are good swimmers.
2.	"Avoid sunburn. Applying a good sunscreen and reapplying often is vital" / "wear a wide-brimmed hat for extra protection."	Protect yourself from sunburn with effective sunscreen and a wide-brimmed hat.
3.	"Drinking plenty of fluids to prevent dehydration is essential."	Keep hydrated by regularly drinking fluids.
4.	"To avoid being bitten, use long-lasting insect repellent and treat clothes with it too."	Use an insect spray on yourself and your clothes to prevent harmful bites.
5.	"Use caution when eating food from picnic baskets in hot weather."	Avoid food poisoning by keeping food in picnic baskets cool.
6.	"At a playground, ensure that all equipment is safe and be careful of hot surfaces."	Check for unsafe, hot playground equipment.
7.	"Always adhere to safety regulations because a fun ride on a scooter or skateboard without protective gear might end with you landing in hospital."	Follow safety rules and wear protective equipment to avoid injury.

Summary total: 67 words

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Activity 3

Question

Last year has been one of the most exciting yet stressful years of your life. You have been asked to talk to your fellow learners at the next school assembly on how to **manage stress**.

Read the passage (TEXT C) below and write a list of SEVEN points for inclusion in your talk.

Instructions

1. List SEVEN points in full sentences using NO MORE THAN 70 words
2. Number your sentences from 1 to 7.
3. Write only ONE point per sentence.
4. Use your OWN words.
5. Indicate the total number of words you have used in brackets at the end of your summary.

Text C

BEAT THE BURN

We live in a stressful world. The general truth is that stress is not something that happens to you, but something you do to yourself. The good news is that there are a few things you can do to turn your stress into joy.

Our thoughts create stress.

When you have negative pictures in your mind, deliberately change them into positive thoughts and paint the best possible pictures in your mind. Repeat this as many times as it takes. The purpose of meditation is to keep your attention in the present moment, away from stressful thoughts that are in the past or future. When your mind runs away, mentally relax and focus on your breathing. When you are stressed, you deprive your body of precious oxygen. At regular intervals, take ten deep breaths in and out, feeling your stomach move. Visualise oxygen going to your toes, fingertips and brain. Creativity takes your mind away from difficult issues, forcing you to focus on the task at hand. Being creative can, therefore, help you feel good while creating something beautiful.

Any form of exercise rids the body of unfriendly hormones. Exercise causes your body to release hormones which will leave you feeling great. Science has proven that laughing can beat illnesses, including cancer. Laughing rids the body of bad chemicals. Fill your diet with vegetables, fruit, nuts, lean meat and fish. Limit your caffeine intake which will not only stabilise your blood-sugar level, but also your mood. Do not have too many late nights as you could be deprived of sufficient rest.

Only you can turn your stress into joy.

[Adapted from *Longevity*, June 2009]

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Answers to Activity 3

1. Convert negative thoughts into positive thoughts.✓ Think positively. ✓
2. Meditate to help focus your mind on the present. ✓
3. Take deep breaths regularly to enable oxygen to flow to your organs. ✓
4. Being creative can take your mind off your problems. ✓
5. Exercise to rid the body of harmful substances. ✓
6. Laughter helps to heal the body. ✓
7. Eat healthy foods. ✓
8. Get enough sleep.✓ Rest sufficiently. ✓

hint

There are **eight** answers here. You can use any **seven** answers for your seven points.

3. What is expected from you in the exam?

In the exam, the summary question is worth **10 marks** out of 80 marks for Paper 1.

The examiners are looking for seven correct points that keep to the topic and are expressed clearly, using your own words. They must not contain grammar, spelling or punctuation errors. Each correct point will earn a mark; and 3 marks will be given for correct language use.

The exam is two hours long and you should spend about **30 minutes** on the summary.

exams

For more practice on **summaries**, go to these past exam papers:

- November 2010, page 7, Question 3
- November 2011, page 8, Question 2
- Feb/March 2013, page 7, Question 2

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Section C

Language structures and conventions

The exam for Section C will test your knowledge of language structures and conventions. This will include:

- Vocabulary and language use;
- Sentence structure; and
- Writing and editing skills.

It will also test your visual literacy skills and your ability to critically analyse a text so that you understand what is being communicated.

In this section, you will learn the steps that will help you to write the advertisement, cartoon and language parts of the exam:

1. **Visual literacy**
2. **Critical language awareness**
3. **Analysing an advertisement**
4. **Analysing a cartoon**
5. **Language**

You will find examples of how to answer the questions in Section C, based on questions and answers from past exam papers. When answering the questions, you must:

- Read the **exam instructions** carefully so you understand what the examiner requires you to do;
- Read the **exam questions** carefully so that you understand how to answer them; and
- **Answer the questions** according to the exam instructions. Pay attention to your use of language, grammar and spelling.

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1. Visual literacy

Visual literacy is the ability to make meaning of information presented in the form of an image. In other words, if you are **visually literate** you understand what the drawings in a cartoon, or the drawings or photographs in an advertisement, are communicating to you.

In order to answer exam questions that are based on advertisements or cartoons, you need to be visually literate because advertisements and cartoons include both words and images (drawings or photographs).

2. Critical language awareness

To be critical when reading, viewing or listening means to analyse the material so that you can understand what is really being communicated.

When you study advertisements and cartoons, you should watch out for:

- **Emotive** or **manipulative language**. Advertisers use emotive (emotional) language and images to persuade us to buy products.
- **Stereotyping**. A stereotype is a misleading idea of someone or something as a type, with no regard to the truth about the actual person or thing. The ideas that 'all children are noisy', 'women belong in the kitchen' or 'strong men don't cry' are examples of stereotyping. We know that not all children are noisy, women do not all belong in the kitchen and many strong men do cry.
- **Prejudice** or **bias**. This is close to stereotyping. It is a way of thinking that makes us believe that we know something about a whole group of people, and that makes us feel good or bad about them, no matter what the facts are. Racial, religious and political prejudices are very common.
- **Lies**. People often lie to make you believe or do something, so we forget to ask: 'Is this the truth?' For example an advert may promise 'Our miracle diet pills will turn you from plump to slender in only three weeks.' You are not also told that you will lose weight only if you exercise and eat a healthy diet at the same time, and what, exactly, 'plump' and 'slender' mean.
- **Association**. When two things are associated in your mind, you may feel that they 'go together'. For example, if you are told about beautiful people who use Whammo deodorant and who have lots of fun, you are being asked to believe that if you use Whammo deodorant you will become like the beautiful people and have lots of fun. Even great music in a TV commercial can persuade you that the product being advertised will make you feel as good as the music does.

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3. Analysing an advertisement

The purpose of advertising is **to persuade** someone to buy a product (for example food or clothing); or to do something (for example, to stop smoking or to vote in an election). Advertisements also announce events (for example, Mandela Day or a sporting event) and inform the public about jobs or services that are available.

vocab

To persuade: To try to convince a person to do something or to influence or guide a person's thinking.

Advertisements come in many forms:

- **Printed** advertisements, which may be:
  - Advertisements containing words and images in newspapers and magazines;
  - Short advertisements in newspapers using words only, called classified advertisements;
  - Posters on walls, or streetlight poles, or notice boards;
  - Flyers (loose sheets of paper handed to people in the street or dropped into post boxes); and
  - Catalogues (booklets advertising all the products made by a particular company or sold by a particular store).
- **Radio** commercials
- **Television** and **film** commercials
- Advertisements on **smart phones** and on the **internet**

Advertisements attract people's attention by:

- Using layout and colours which draw attention to specific words;
- Being amusing or clever;
- Featuring attractive or interesting people and places;
- Using catchy slogans and phrases, for example, 'Betty's buns are better';
- Promoting a bargain; and
- Playing interesting music (television and radio).

When you study advertisements, think about:

- What is being advertised? How do I know?
- Who is likely to be interested in/ who would like to buy this product?
- How do the designers of the advertisement try to make the product appealing?
- What is the meaning of the words they use? Why do they use these words?
- What does the picture (drawing/photograph) show? Why has this picture been chosen?
- If I had the money, would I buy this product? Why or why not?

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Terms related to advertisements

Slogan: Words that are linked to a product and that are easy to remember (for example, "Finger-licking good").

Logo: A visual design, sometimes including letters, words or symbols, that is the official sign of a company or organisation (for example, the Nike tick).

Font: The style and shape of printed letters, often especially chosen for emphasis in advertisements or cartoons.

Target market: The type of people an advertisement wants to attract (for example, fashionable young people; wealthy business people).

Layout: The way the advertisement is set out on the page so that certain words and pictures attract attention.

Language use: The choice of words and ways of saying things (for example, the use of slang to sell jeans to young buyers; formal language used to sell banking services to business people; dramatic language used to sell adventure equipment; repetition used to make the reader remember the message).

Figures of speech: The use of metaphor, simile, hyperbole (great exaggeration), onomatopoeia, puns, personification and alliteration (for example, hyperbole and alliteration used together: 'Betty bakes the best buns in the world').

Sound devices: Words chosen for the effect of their sounds (for example, onomatopoeia and alliteration used together: 'Shush, baby's sleeping, it's time for a soothing sip of rooibos tea').

notes

Analysing advertisements

To answer questions on advertisements, you need to:

- Understand what the words in the advertisement mean; and understand what is shown in the advertisement drawings or pictures;
- Pay attention to how the words and the pictures work together to persuade the reader to buy a product or do what the advertisement suggests (for example, a road safety advertisment may ask that drivers drive slowly);
- Understand how the layout of the advertisement and the use of fonts attracts the reader's attention;
- Pay attention to how punctuation has been used; and
- Notice the use of figures of speech.

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Activity 4

Study the advertisement below and answer the set questions.

Full of Omega 3 & 6 seed goodness

Flora is made from seed oil. Seeds are high in essential fats, Omega 3 and 6, which are good for your heart.

Flora LOVE YOUR HEART

1. Who is the advertisement aimed at? Give a reason for your answer. (2)
2. Discuss how the picture used in the advertisement supports each of the following claims:
   (a) 'Full of Omega 3 & 6 seed goodness.' (2)
   (b) 'Seeds are high in essential fats Omega 3 & 6, which are good for your heart.' (2)
3. How is the slogan, 'LOVE YOUR HEART', meant to influence the reader? (2)
4. Does the advertisement tempt you to buy the product? Give a reason for your answer. (2)

[10]

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Answers to Activity 4

1. It is aimed at people who are health-conscious ✓ OR people who want to increase the amount of Omega 3 & 6 in their diet ✓ OR people who have heart problems ✓ OR people who want to take care of their hearts. ✓ (1)

   AND

   The advertiser claims that the product is filled with Omega 3 & 6 which are very healthy and good for you/ good for your heart. ✓ (1)

2. a) The picture emphasises how 'full' Flora is of 'seed goodness'. The seed man's foot against the tub shows how hard he is trying to tie the seed goodness into the tub, but the tub is still bursting open. ✓✓ (2)

   b) The seed man has a heart-shaped head.✓ The Flora logo is heart-shaped.✓ The Heart Foundation logo is a heart shape.✓ The Flora tub bursting open emphasises the margarine's high seed/Omega 3 & 6 content. ✓ This emphasises that seeds are good for your heart. ✓ (2)

3. It is meant to persuade readers of the advert to buy Flora by convincing them that if they are concerned about their hearts they will use this product. ✓✓ (2)

4. Yes. It is a product which contains essential fats that we need/ are good for you. ✓✓

   OR

   No. I do not believe that you will have a healthy heart just by using this product alone. ✓✓ (2)

[10]

hint Any Two of these answers to question 2b will earn you 2 marks

hint Question 4 is an open-ended question, which means you should give your opinion. You must also give areason for your view.

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Activity 5

Study the advertisement below and answer the set questions.

1. Who is the advertisement aimed at? Give a reason for your answer. (2)
2. Why are the words 'Romany Creams ... irresistibly delicious' written in a larger font size? (2)
3. How are the following words expected to influence the reader: 'take your tastebuds travelling to another world ...' ? (2)
4. Would this advertisement tempt you to buy Pyotts Romany Creams biscuits? Explain why. In your answer, you should focus on both the pictures used and the written text. (4)

[10]

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Answers to Activity 5

1. This advert is aimed at people who like chocolates OR like having biscuits with their tea or coffee OR people with a sweet tooth. ✓ (1)

   The advertisement is about chocolate biscuits. ✓ OR The cups in the picture suggest this would be a good biscuit to have with a hot drink.✓ OR Chocolate biscuits are sweet. ✓ (1)

2. The big words help to attract the reader's attention. The words emphasise how delicious/irresistible these biscuits are. The words emphasise the name of the biscuits. ✓✓ (2)

3. It convinces the reader that the product is very special and that this is a delicious biscuit. The taste is better than the ordinary tastes in this world. ✓✓ (2)

4. Yes. (Picture) The big picture and box make these biscuits look delicious. The cups in the picture suggest this will be a good biscuit to have with tea/coffee. ✓✓ (2)

   AND

   (Text) The advertisement promises these biscuits are 'irresistibly delicious' and that I will not be able to say no. The milk chocolate filling tempts me as I love chocolate. There is a promise that these biscuits have a unique taste and this will tempt me to buy them. ✓✓ (2)

   OR

   No. (Picture) The picture does not look appealing to me at all because I do not like biscuits OR chocolate. Biscuits are unhealthy. ✓✓ (2)

   AND

   (Text) The language used will not persuade me to buy the biscuits because there are no facts, only opinions. The language the advertiser has used does not succeed in persuading the reader to buy the product. ✓✓ (2)

   [14]

exams

For more practice on **advertisements**, go to these past exam papers:

- November 2011, page 9, Question 3
- Feb/March 2012, page 8, Question 3
- November 2012, page 9, Question 3
- Feb/March 2013, page 8, Question 3

3.1 What is expected from you in the exam?

In the exam, the advertisment question is worth **10** out of 80 marks for Paper 1.

The exam question will include an advertisement made up of words and images. You will be required to answer questions about this advertisement.

The exam is two hours long and your should spend about **10 minutes** on the advertisment question.

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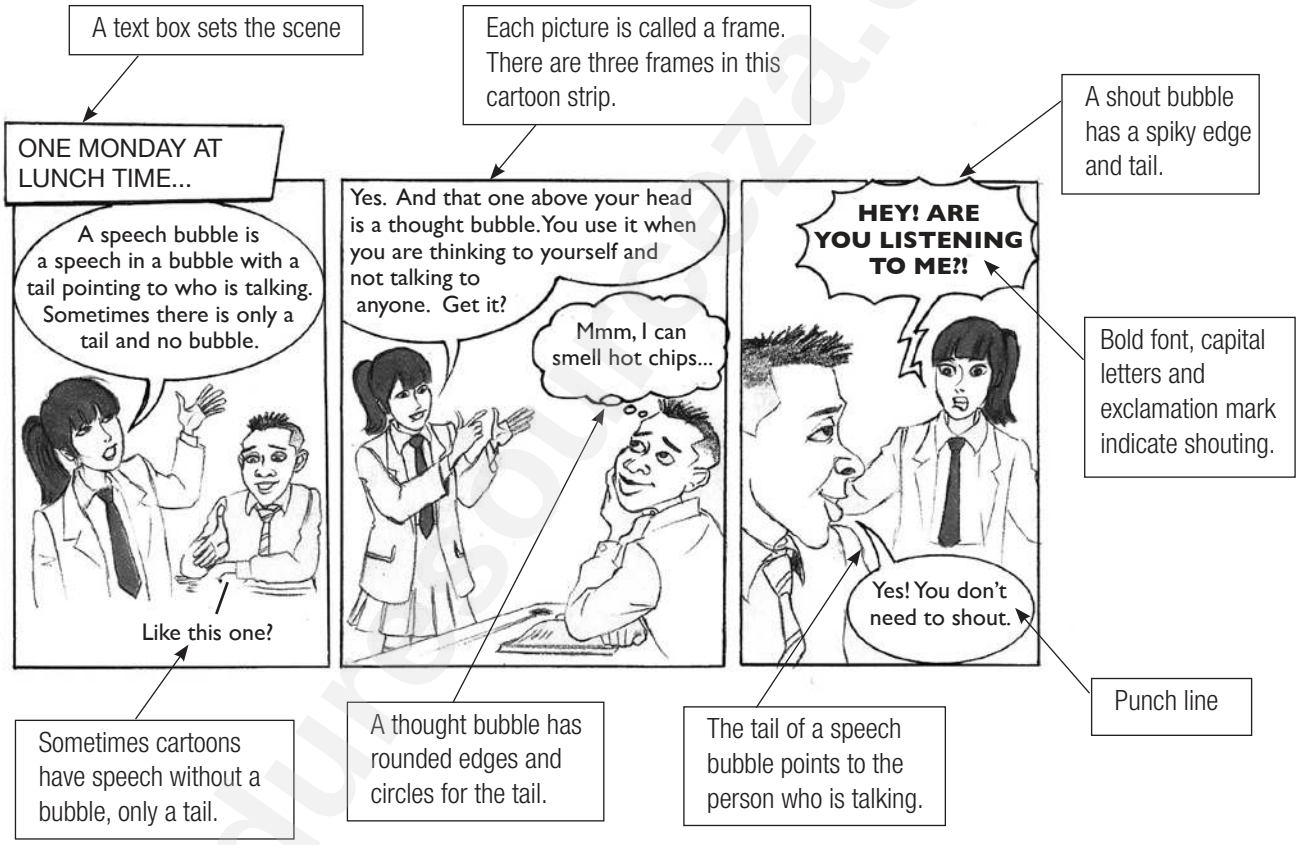
4. Analysing a cartoon

A **cartoon** is a single drawing, often accompanied by words. A cartoon may be:

- Amusing, in order to make us laugh; or
- Serious, in order to draw attention to something the cartoonist wants people to think about (for example, an event that is in the news).

A **cartoon strip** is a series of drawings where each separate drawing tells part of the story. Each separate drawing is called a **frame**. The story in a cartoon strip usually builds up to, and ends with, a **punch line**. A punch line consists of the last few words of a story which make that story amusing or clever (or both). In a cartoon strip, both the words and the drawing in the final frame contribute to the punch line.



Like single cartoons, cartoon strips may also be amusing or serious (or both). Cartoons and cartoon strips may use **satire**. Satire makes fun of people, especially public figures such as politicians, in order to criticise them.

vocab

Satire: Making fun of people in order to criticise them.

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Caricature of Didier Drogba

Cartoons may include people, animals or imaginary creatures, or all three. Cartoonists (people who draw cartoons) may change or exaggerate some of the features of these figures. For example, people may have huge heads or skinny legs, animals may wear clothes and talk. A cartoonist commenting on current affairs may draw a person's head bigger than it is in real life, or emphasise his or her nose, his or her glasses, or his or her hair, for example. This is called a **caricature**.

When you study cartoons or cartoon strips, think about the following:

- Is this meant to make me laugh or to think seriously about something, or to do both?
- What do I notice about the body language of each person or animal in the frames?
- What do I notice about the font and size used for the words?
- What do I notice about the punctuation?
- What connections can I make between the words and the drawings?

notes

Analysing cartoons

To answer questions on cartoons, you need to:

- Understand the 'message' or point of a serious cartoon (i.e. one that is making a comment about something in society that the cartoonist is concerned about) and understand the joke in an amusing cartoon;
- Understand that the way people, animals or objects are drawn in the cartoon affects the meaning of the cartoon (for example, body language and facial expressions);
- Understand how the way words are written in the cartoon (for example, font size, use of capital letters and bold type) affects meaning; and
- Understand how punctuation is used to affect the meaning of the cartoon.

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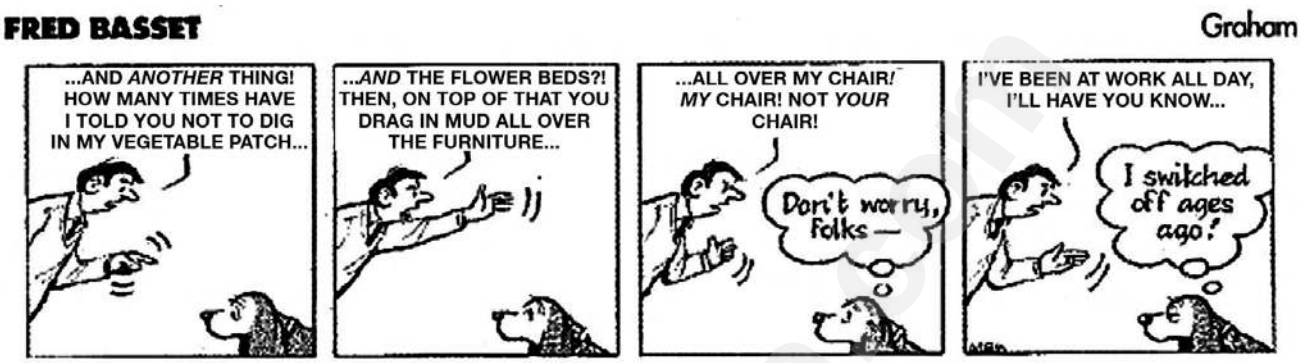
Activity 6

Carefully look at the cartoon below and then answer the questions that follow.

Note: The name of the dog in this cartoon is Fred.

NB Each of the frames in the cartoon is numbered as questions are asked about a particular frame.



FRAME 1 FRAME 2 FRAME 3 FRAME 4

1. Refer to frames 1 and 2 of the cartoon.
   How does the cartoonist show that the man is angry with his dog?
   In your answer consider BOTH the man's **body language** and his words. (4)
2. Refer to frame 3.
   Why are the words " 'MY CHAIR!' " repeated? (1)
3. Refer to frame 4.
   Choose the correct answer to complete the following sentence.
   Write down only the question number (3) and the letter (A – D).
   The sentence " 'I switched off ages ago!' " suggests that the dog is ...
   A indifferent.
   B self-conscious.
   C embarrassed.
   D guilty. (1)
4. Do you find this cartoon **humorous**? Give a reason for your answer. (2)

[8]

hint The man's **body language** means the expression on his face and what he is doing with his hands.

vocab **Humorous:** Funny or amusing; something that makes you laugh.

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hint

Your answer must focus on both the image and the words for 4 marks.

vocab

To **scold:** To tell someone in an angry way that they have done something wrong.

vocab

Indifferent: Not interested or not caring about something.

Answers to Activity 6

1. **In the picture:** To show he is angry with the dog, the man waves a finger or hand at the dog in frames 1 and 2. ✓ He also has an angry look on his face.✓ (2)

   AND

   In the words: The exclamation marks in both frames suggest he is using an angry tone or shouting at Fred. ✓ The use of capital letters suggests that he is angry. ✓

   The man is **scolding** Fred and telling him what he has done wrong. ✓ (2)

2. The words "MY CHAIR" are repeated to show how angry the man is with Fred. ✓

   OR

   The man wants Fred to feel really sorry for what he has done. ✓

   OR

   The man wants to emphasise to Fred that the chair belongs to him — not to Fred. ✓ (1)

3. A/**indifferent** ✓ (1)

4. Yes. The dog stopped listening a long time ago, just as humans often do. ✓✓

   OR

   Yes. Whatever the man is saying will have no effect on Fred, just as parents' words often do not have an effect on their children. ✓✓

   OR

   Yes. The man is becoming very angry but the dog stopped listening a long time ago. ✓✓

   OR

   No. I feel sorry for the dog because its master does not treat it well. ✓✓ (2)

   [8]

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Activity 7

Read the cartoon below and answer the questions that follow.

Note: In this cartoon, the man is Hägar and his dog is Snert.

1. Refer to frame 3. To whom does the phrase "MY SOMEONE" refer? (1)
2. Refer to frame 4. Name TWO ways in which the cartoonist shows the reader that the dog is very hungry. (2)
3. Refer to frame 8.
   (a) How does the dog feel at this point? (1)
   (b) How do you know this? Mention TWO points. (2)
4. Explain how this cartoon makes you feel about Hägar. (2)
5. Do you think the cartoon conveys an important message to readers?
   Give a reason for your answer. (2)

[10]

hint
To answer question 2, look at the dog's face. Also look at what is written in bold type and the punctuation in his thought bubble.

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Answers to Activity 7

1. The word refers to Hägar, the dog's owner. ✓ (1)
2. The word "STARVED" is written in bold font for emphasis.✓
   The exclamation mark emphasises the dog's hunger.✓
   The dog thinks his master has forgotten his dinner again.✓
   The expression on the dog's face suggests he is sad.✓. (2)
3. (a) He is very happy and full of love for his owner.✓ (1)
   (b) His legs are off the ground, suggesting he is running after his master in excitement.✓
   The heart shape above his head suggests he is very happy/ loves his master.✓
   His helmet has flown off his head, suggesting the speed at which he is following Hägar.✓ (2)
4. I feel angry and disturbed that he shows no care or concern for his dog, which depends so much on him. ✓✓ (2)
5. Yes. It is important to take take responsibility for your pets. ✓✓
   OR
   Yes. The comment being made is that people often take care of their own needs and neglect their pets. ✓✓
   OR
   No. The cartoon is only meant to entertain. ✓✓ (2)

[10]

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Activity 8

Read the cartoon below and answer the questions.

Note: In this cartoon, Andy is the man in the striped jersey and Chalkie is his friend.

FRAME 1 FRAME 2 FRAME 3

1. Refer to frame 1. Identify the sport that Andy and Chalkie are talking about. (1)
2. Give TWO reasons for your answer to QUESTION 1. (2)
3. Refer to frame 1.
   a) Choose the correct word to complete the following sentence:
   Andy's feeling towards Chalkie is one of ...
   A affection.
   B despair.
   C jealousy.
   D anger. (1)
   b) Give a reason for your answer to QUESTION 3a. (1)
4. How do Chalkie's body language AND facial expression support his words? (2)
5. Do you think Chalkie's apology has had any effect on Andy throughout the cartoon? Give TWO reasons for your answer. (2)
6. Refer to frame 2.
   Why is the word STOP written in bold capital letters? (1)

[10]

hint
To answer both parts of question 3, look at what the men are wearing and what is in the background of frame 1.

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hint

Any TWO of these answers to question 2, 4 and 5 will earn you 2 marks

Answers to Activity 8

1. soccer/football ✓ (1)
2. goal posts in frame ✓
   corner flag ✓
   soccer boots ✓
   soccer clothes ✓
   use of the words 'goalpost' and 'goalie' ✓ (2)
3. a) D/anger (1)
   b) Chalkie made them lose the match. ✓ (1)
4. **Body language:**
   An outstretched hand suggests that Chalkie is pleading.✓
   He is following Andy around.✓
   His shoulders are slumped and his arm is hanging limply.✓
   Facial expression:
   His eyes are looking downwards.✓
   His mouth is drooping and turned down.✓ (2)
5. No. Andy never faces Chalkie.✓
   OR No. His facial expression does not change.✓
   OR No. Andy keeps his arms folded.✓
   OR No. Andy's final answer is abrupt/short and cross. ✓ (2)
6. He is emphasising what Chalkie did not do. (1)

[10]

exams

For more practice on **cartoons**, go to these past exam papers:

- November 2011, page 11, Question 4
- November 2012, page 11, Question 4
- Feb/March 2013, page 10, Question 4

4.1 What is expected from you in the exam?

In the exam, the cartoon question is worth **10** out of 80 marks for Paper 1.

The exam question will include a cartoon made up of images and words. You will be required to answer all the questions about this cartoon.

The exam is two hours long and you should spend about **10 minutes** on the cartoon question.

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5. Language

This part of Section C is a challenge to prepare for because the examiners test your knowledge of many different aspects of language:

- Grammar
- Punctuation
- Vocabulary
- Spelling
- Abbreviations

In the exam, these aspects of language will be tested by answering questions based on:

- A word extract; and
- A picture with a short text.

This section focuses on the following aspects of grammar, punctuation and vocabulary:

5.1 Verb tenses
5.2 Subject/verb agreement (concord) and singular/plural conversion
5.3 Verbs in active and passive voice
5.4 Question tags
5.5 Direct and indirect speech (reported speech)
5.6 Negative sentences
5.7 Combining two short sentences into one longer sentence
5.8 The apostrophe: when and how to use it
5.9 Prepositions
5.10 Vocabulary
The meanings of words; knowledge of different forms of the same word; spelling of words.
5.11 Language and editing skills in context
5.12 What is expected of you in the exam?

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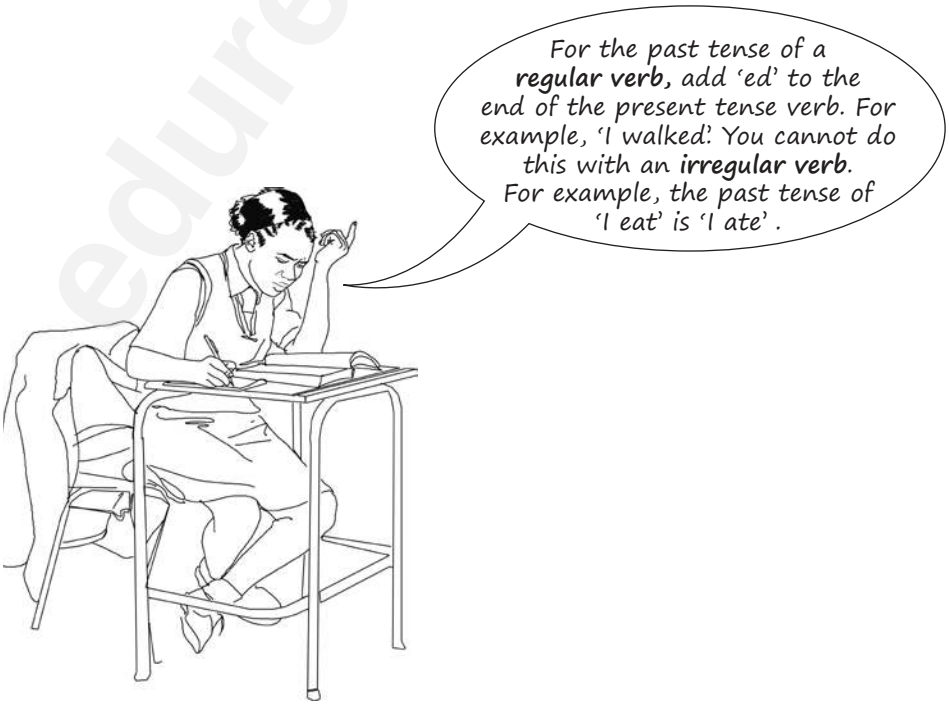
5.1 Verb tenses

Several of the questions require you to know how the different tenses of verbs are formed (for example, those on question tags, active and passive voice, reported speech.) It is a good idea to revise these in your language textbook.

Below is a **verb tense table** for the **regular verb** 'to walk' to help you to revise the different forms that a regular verb may take in the active voice.

'to walk'	Present	Past	Future	Conditional
Simple	I walk. He/she walks.	I walked. He/she walked.	I will walk. He/she will walk.	I would walk He/she would walk.
Continuous	I am walking. He/she is walking. We are walking.	I was walking. He/she was walking. We were walking.	I will be walking. He/she will be walking.	I would be walking. He/she would be walking.
Perfect	I have walked. He/she has walked.	I had walked. He/she had walked.	I will have walked. He/she will have walked.	I would have walked. He/she would have walked.
Perfect and Continuous	I have been walking. He/she has been walking.	I had been walking. He/she had been walking.	I will have been walking. He/she will have been walking.	I would have been walking. He/she would have been walking.

There are also many **irregular verbs**, including commonly used verbs such as 'to be', 'to have', 'to eat', 'to sing', 'to run' and many others which take different forms in the various tenses. You need to become familiar with these by studying them in your language textbook and by noticing them whenever you read.



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Worked examples: Verb tenses

Sometimes an exam question requires knowledge of the correct form of the verb in a particular tense.

1. Rewrite the following sentence in the past tense:

   She's healthy and I love her. (2)

   Correct answer: She was healthy and I loved her. (2)

   In the past tense, the contracted form 'She's' (meaning 'She is') has to be written as a full verb ('was'). 'To love' is a regular verb so the past tense is formed by adding 'ed'. Because 'love' already ends in 'e', only the 'd' is added.

2. Rewrite the sentence in the future tense:

   She has received numerous humanitarian awards. (1)

   Correct answer: She will receive numerous humanitarian awards. (1)

   The future tense requires the use of 'will' with the base form of the verb ('receive').

3. Rewrite the following sentence in the present tense:

   I wanted to say I was in awe of him. (2)

   Correct answer: I want to say I am in awe of him. (2)

   This question is for 2 marks because two verbs need to change.

   In this case 'wanted' becomes 'want' (a regular verb) and 'I was' (first person, past tense) becomes 'I am' (first person, present tense of the irregular verb 'to be').

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vocab

Concord: The agreement between words in a sentence. For example, if the noun is plural, the verb is also plural.

5.2 Subject/verb agreement (concord)

In English, all the words in a sentence that have a special kind of 'connection' with each other must be in the same form (that is, they must be all singular or all plural). This special connection is discussed in this section.

If the noun or pronoun in the subject of the sentence is plural, then the verb must be plural. If the noun or pronoun is singular, then the verb must be singular.

The **subject** of a sentence is a noun, a pronoun, or a phrase (a group of words without a verb) which includes a noun. For example:

- The policeman (noun) arrested the robbers.
- He (pronoun) arrested the robbers.
- The tall, strong policeman (phrase) arrested the robbers.

The exam will test your knowledge of this part of English grammar in two ways:

- By asking you to rewrite a singular sentence in plural form
- By asking you to correct an error of subject/verb or pronoun/noun agreement.

Worked examples: Subject/verb agreement (concord)

e.g.

Read the examples from past exam papers below. This will help you to understand this part of English grammar and to answer questions of this kind correctly in the exam.

hint

Note that question 1 is worth 4 marks, so you need to make four changes in the sentence.

1. Rewrite the following sentence in the plural form:

   That mother and baby still move in my thoughts. (4)

   Correct answer: Those mothers and babies still move in our thoughts.

   To answer correctly you need to know the following:

   (i) The plural form of 'this' is 'these'; and the plural form of 'that' is 'those'.

   (ii) To form the plural of 'mother', just add 's'; but to form the plural of 'baby', change the 'y' to 'ies'.

   (iii) Although 'thoughts' is already in plural form, to show that these are the thoughts of more than one person, change 'my' (singular first person) to 'our' (plural first person).

2. Correct the single error in the following sentence:

   ... my heart was in my throat and a thousand thoughts was racing through my mind. (1)

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Correct answer: ... my heart was in my throat and a thousand thoughts were racing through my mind.

The noun 'thoughts' is plural, therefore it must be followed by the plural verb form 'were', not the singular form 'was'.

3. Rewrite the following sentence in the plural form:

The Minister of Education worked tirelessly. (1)

Correct answer: The Ministers of Education worked tirelessly.

The only change you can make to this sentence is to the number of ministers in the subject. Education is never written with an 's', and in the past tense the verb has the same form for both singular and plural. The question is for one mark, so this means only one change is required.

4. Correct the single error in the following sentence:

However, it is possibly due to her warm personality that she make an impact on people. (1)

Correct answer: However, it is possibly due to her warm personality that she makes an impact on people.

'She' is a third person singular subject and 'make' is a present tense verb. In English, when the subject is third person singular (for example, he, she, it, Jabu, Cindy) in the present tense, the verb always ends in 's'.

5. Correct the single error in the following sentence:

His face were still partially paralysed and he spoke in a soft voice. (1)

Correct answer: His face was still partially paralysed and he spoke in a soft voice.

'His face' is a singular subject and so the correct singular past tense form of the verb 'to be' is 'was'. "Were" is the plural form.

6. Correct the single error in the following sentence:

Robert Phipps, a body language expert, tells you how to interpret this non-verbal clues. (1)

Correct answer: Robert Phipps, a body language expert, tells you how to interpret these non-verbal clues.

To answer correctly you need to know that 'non-verbal clues' is plural, so the correct form is the plural 'these', not the singular 'this'.

7. Correct the single error in the following sentence:

Body language make up 50 to 100% of a conversation. (1)

Correct answer: Body language makes up 50 to 100% of a conversation.

'Body language' is singular (i.e. language, not languages) and the sentence is in the present tense. This means that the third person singular present tense form of the verb must be used ('makes'). (1)

8. Rewrite the following sentence in the plural form:

When a person is lying, he tends to become generally less expressive. (4)

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Correct answer: When people are lying they tend to become generally less expressive.

The singular subject ('a person'; 'he') must become plural ('people'; 'they') and the form of the verb must agree with the plural subject ('are'; 'tend').

Activity 9

1. Correct the single error in each of the following sentences:

1.1 His younger brothers walk to their primary school but Sipho travel to high school by taxi. (1)

1.2 Unfortunately the taxi fares is becoming expensive. (1)

1.3 Sipho is looking for a Saturday job so that he can afford this higher fares. (1)

2. Rewrite the following sentences in the plural form:

2.1 In the procession, the princess walks behind the king and queen. (4)

2.2 The conference is being hosted by a government department. (2)

[9]

Answers to Activity 9

1.1 His younger brothers walk to their primary school but Sipho travels to high school by taxi. ✓ (1)

1.2 Unfortunately the taxi fares are becoming expensive. ✓ (1)

1.3 Sipho is looking for a Saturday job so that he can afford these higher fares. ✓ (1)

2.1 In the processions, the princesses walk behind the kings and queens. ✓✓✓✓ (4)

2.2 The conferences are being hosted by government departments. ✓ (2)

[9]

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5.3 Verbs in active and passive voice

A verb is in the **active voice** when its subject does the action. For example: 'The striker scored a goal.' The subject is the striker and the striker is doing the action. To find the subject of a verb ask who or what does the action.

A verb is in the **passive voice** when the subject 'receives' the action: 'The goal was scored by the striker.' When a sentence is written in passive voice it is possible to leave out the 'doer' of the action: 'The goal was scored.'

Four steps to change a sentence from active voice to passive voice:

1. Underline the **verb** in the sentence.
2. Divide the sentence into a **Subject** – **Verb** – **Object**.
3. Begin the new sentence with the object.
4. The verb in the passive voice consists of the past participle form with some form of the verb 'to be' or, occasionally, the verb 'got' (for example, 'I was stung by a bee'.)

When you are asked to change a sentence from one voice to the other, make sure that you keep the tense of the original sentence. For example:

- **Present continuous tense**
  Active voice: The striker is scoring a goal.
  Passive voice: A goal is being scored by the striker.
- **Perfect tense**
  Active voice: The striker has scored a goal.
  Passive voice: A goal has been scored by the striker.
- **Simple future tense**
  Active voice: The striker will score a goal.
  Passive voice: A goal will be scored by the striker.

e.g. Worked examples: Active and passive voice

1. **Rewrite the following sentence in the passive voice starting with the given word (or words):**

   1.1 **Money provides financial freedom**. Start with: Financial freedom...

   Correct answer: Financial freedom is provided by money.

   1.2 **Robert is training someone every week**. Start with: Someone...

   Correct answer: Someone is being trained by Robert every week.

   1.3 **The 18-year-old had developed an illness causing paralysis**.

   Start with An...

   Correct answer: An illness causing paralysis had been developed by the 18-year-old.

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2. **Rewrite the following sentence in the active voice starting with the given word (or words):**

   2.1 **Graça Machel is admired greatly by the people of Mozambique**. Begin your answer with: The people

   Correct answer: The people of Mozambique greatly admire Graça Machel.

Activity 10

1. Write down what you have noticed about the ways in which a sentence written in the active voice changes when it is written in the passive voice. (4)
2. Rewrite the following sentence in the passive voice starting with the given word (or words):
   2.1 Thomas Edison invented the electric light bulb in 1879.
   The electric light bulb ... (1)
   2.2 Police arrested two men yesterday in connection with a car hijacking. Two men ... (1)
   2.3 The Umlazi high school choir won first prize in an international school choirs' competition.
   First prize .... (1)
3. Rewrite the following sentence in active voice starting with the given word (or words):
   3.1 Four rhinos were found dead by members of an anti-poaching unit. Members ... (1)
   3.2 Unusually heavy rainfall has been experienced this year in the Eastern Cape. The Eastern Cape... (1)

[9]

Answers to Activity 10

1. The order of the words in the sentence changes. ✓
   When a sentence is written in passive voice it is often necessary to add a preposition such as 'by'. Verbs in the active form have fewer words than they do in the passive form. ✓
   The same tense and form of the verb (for example, present, past, continuous) is used in both the active and the passive voice sentences. ✓✓ (4)

2.1 The electric light bulb was invented by Thomas Edison. ✓ (1)

2.2 Two men were arrested yesterday in connection with a car hijacking. ✓ (1)

2.3 First prize in an international school choirs' competition was won by the Umlazi high school choir. ✓ (1)

3.1 Members of an anti-poaching unit found four dead rhinos. ✓ (1)

3.2 The Eastern Cape has experienced unusually heavy rainfall this year. ✓ (1)

[9]

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5.4 Question tags

In English, questions can be asked in various ways. For example, this can be done by putting one of the 'W-H' words ('Who', 'What', 'Where', 'When', 'Why') or 'How' at the beginning of a sentence. Another way of asking a question is by adding what is called a question tag at the end of a statement.

There are many ways that a sentence written as a statement changes when a question tag is added to it:

- If the verb in the statement is in the negative form, the verb in the tag is in the positive form.
  Statement: He didn't always feel this way.
  Question: He didn't always feel this way, did he?
- If the verb in the statement is in the positive form, the verb in the tag is in the negative form.
  Statement: The blind immigrants were treated badly.
  Question: The blind immigrants were treated badly, weren't they?
- When the verb in the tag is in the negative form, it is written as a **contraction**: 'weren't' is correct but "were not" is incorrect in a question tag.
- The verb in the statement and the verb in the question tag must be in the same tense. For example:
  Graça Machel is a really wonderful person, isn't she?
  Here, both verbs are in present tense.
- Sometimes a different verb needs to be used in the question tag. For example:
  Most people cross their arms if they are feeling defensive, don't they?
- The subject in the statement changes to a pronoun in the question tag. For example:
  The blind immigrants were treated badly, weren't they?
  A singular pronoun is used for a singular subject and a plural pronoun is used for plural subject.
- There must be a **comma** before the start of the question tag.
- The question tag must end with a **question mark**.

vocab

Contraction: A shortened form of a word; or two words that are combined into one. For example, 'doesn't' is a contraction of 'does not'.

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Activity 11

Change the following sentences into **tag questions** by filling in the blanks.

1. Cyclists should ride in single file on the road, ... (1)
2. The traffic police were very busy at the big cycle race, ... (1)
3. The Tour de France cycle race has been run for 100 years, ... (1)
4. Professional cyclists shouldn't have to struggle for sponsorship, ... (1)
5. Racing bicycles cost a great deal of money, ... (1)

[5]

Answers to Activity 11

1. Cyclists should ride in single file on the road, shouldn't they? ✓ (1)
2. The traffic police were very busy at the big cycle race, weren't they? ✓ (1)
3. The Tour de France cycle race has been run for 100 years, hasn't it? ✓ (1)
4. Professional cyclists shouldn't have to struggle for sponsorship, should they? ✓ (1)
5. Racing bicycles cost a great deal of money, don't they? ✓ (1)

[5]

5.5 Direct and indirect speech

Direct speech refers to the actual words spoken or written by someone. When someone else uses these exact words, that person 'quotes' them. The words are put in quotation marks and all other punctuation marks used in the sentence will be captured inside these quotation marks.

NB

Indirect speech is also called **reported speech**.

When someone else reports what someone said without using the exact words, they use **indirect** or **reported speech**.

Read the example of the same sentence written in direct speech and reported speech.

Direct speech:

Nosipho said, "My family will be going to a soccer match next Saturday."

Reported speech:

Nosipho said that her family would be going to a soccer match the following Saturday.

Here are the differences between the two sentences:

- The comma and the quotation marks are not used in reported speech.
- The form of the **verb changes** in reported speech. (In this example, 'will' changes to 'would'.)

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- The **time word changes.** (In this example, 'next' changes to 'the following'.)
- The word 'that' is used to introduce the new version of the words which were spoken.

Rules for changing direct speech to indirect (reported) speech

1. In sentences that start with a **present tense verb**, only the pronouns change. For example:
   Direct speech: He says: 'I am sorry.'
   Reported speech: He says (that) he is sorry.
   In sentences that start with a **past tense verb**, the tense becomes one tense 'older'. The pronouns and time words also change.
   For example:
   Direct speech: He said: 'I am sick.'
   Reported speech: He said (that) he was sick.
2. In reported speech there are **no quotation marks**, but you add a conjunction such as 'that' or 'whether'. For example:
   Sibongile asked whether I would be going to the party.
3. The **tenses 'backshift'** (go back in time) as follows:
   - The simple present tense changes to the simple past tense. For example, go /goes becomes went; walk/walks becomes walked.
   - The past simple tense changes to the past perfect tense. For example, went becomes had gone; walked becomes had walked.
   - The present perfect tense changes to the past perfect tense. For example, has gone becomes had gone; has walked becomes had walked.
   - The present continuous tense changes to the past continuous tense. For example, am walking becomes was walking.
4. Some **pronouns change**: 'I' becomes 'he' or 'she'; 'we' becomes 'they'; 'us' becomes 'them'; 'our' becomes 'their'.
5. In direct speech, **punctuation marks** are used to show tone of voice or expression. These are not used in reported speech.
   In reported speech, tone and expression are sometimes shown through the use of words.
   For example:
   Direct speech: 'We've won the competition!' the boys shouted.
   Reported speech: The boys shouted that they had won the competition.
6. **Time words change**. For example:
   - 'now' becomes 'then'
   - 'today' becomes 'that day'
   - 'tomorrow' becomes 'the next day'
   - 'last week/month/year' becomes 'the week/month/year before'
   - 'next week/month/year' becomes 'the following week/month/year'.
7. The words 'this' and 'that' change to 'these' and 'those'.

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Worked examples: Direct and indirect speech

Rewrite the following sentence in reported speech:

1. **The young lady said, "I can't give my baby a good life here."** (4)

   Correct answer: The young lady said that she couldn't give her baby a good life there.

2. **Graça Machel said, "It is something you give a young girl that can never be taken away."** (3)

   Correct answer: Graça Machel said that it was something you gave a young girl that could never be taken away.

3. **He wanted to say, "I will never forget you or your parents and the sacrifices you have made."** (3)
   Correct answer: He wanted to say that he would never forget him (OR her) or his (OR her) parents and the sacrifices they had made.

4. **Yesterday Robert Phipps said, "Mary, your eyes are the windows to your soul."** (3)

   Correct answer: The previous day (OR The day before) Robert Phipps told Mary that her eyes were the windows to her soul.

Activity 12

Rewrite each of the following sentences in reported speech:

1. Nompumelelo said, "My favourite TV programme is *Muvhango*." (3)
2. Mpumi said, "The story has too many characters for me and so I get confused." (3)
3. "Are you planning to watch the programme even though it's confusing for you?" Thulani asked. (5)
4. "It will depend on whether you can help me understand these characters," Mpumi replied. (6)

[17]

Answers to Activity 12

1. Nompumelelo said that ✓ *Muhvango* was ✓ her ✓ favourite TV programme. (3)
2. Mpumi said that ✓ the story had ✓ too many characters for her and so she got ✓ confused. (3)
3. Thulani asked whether ✓ she ✓ was planning ✓✓ to watch the programme even though it was ✓ confusing for her. (5)
4. Mpumi replied that ✓ it would ✓ depend on whether he ✓ (OR Thulani) could help her ✓ understand those ✓ characters. (6)

[17]

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5.6 Negative sentences

In the exam, you may be tested on your knowledge of how to change a positive statement into a negative one.

There are many ways that a sentence written as a positive statement changes when it is written in the negative:

- Two words need to be added: (i) a form of the auxiliary verb 'do'; and (ii) 'not'. An **auxiliary verb** is used with another verb to form negative sentences or questions or tenses. In English, the auxiliary or helping verbs are be, have and do.
- The tense of the auxiliary verb must be the same as the tense of the verb in the positive sentence. For example, 'understands' becomes 'does not understand' (simple present tense); 'failed' becomes 'did not fail' (simple past tense).
- In the negative form, the ending of the main verb changes. For example, 'excludes' becomes 'does not exclude'; 'failed' becomes 'did not fail'.
- In the present tense, the third person singular form of the auxiliary verb 'do' is 'does'.

NB

In English, the auxiliary or helping verbs are **be**, **have** and **do**.

e.g. Worked examples: Negative sentences

Rewrite the following sentence in the negative:

1. **The child belongs with her mother.**

   Correct answer: The child does not belong with her mother.

2. **She became a Dame Commander of the Order of the British Empire.**

   Correct answer: She did not become a Dame Commander of the Order of the British Empire.

3. **Words failed me.**

   Correct answer: Words did not fail me.

4. **Robert understands body language very well.**

   Correct answer: Robert does not understand body language very well.

5. **A well-balanced diet excludes vegetables.**

   Correct answer: A well-balanced diet does not exclude vegetables.

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NB

Note that the negative of a sentence DOES NOT always mean the opposite of a positive sentence.
For example: 'He never does his work.'
The negative is:'He doesn't ever do his work.'
The opposite would be:
'He always does his work.'

Activity 13

Rewrite each of the following sentences in the negative:

1. The guitarist plays very well. (1)
2. She seems to be really enjoying herself. (1)
3. Last week the group played in Cape Town. (1)
4. They travelled there by bus. (1)
5. Most musicians earn a great deal of money. (1)

[5]

Answers to Activity 13

1. The guitarist does not play very well. ✓ (1)
2. She does not seem to be really enjoying herself. ✓ (1)
3. Last week the group did not play in Cape Town. ✓ (1)
4. They did not travel there by bus. ✓ (1)
5. Most musicians do not earn a great deal of money. ✓ (1)

[5]

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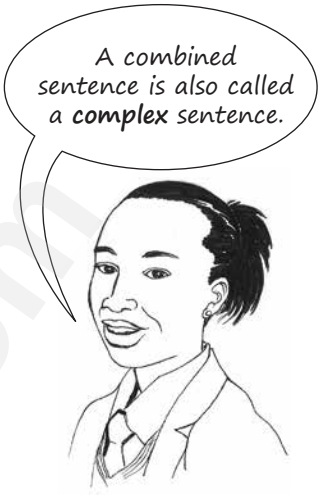
5.7 Combining two short sentences into one longer sentence



It is useful to be able to combine short sentences into longer ones, not only to answer a question in the Language paper, but when you write a report, a letter or an essay, for example.

Here are some ways to join two sentences into a longer one:

- When two sentences are combined, **pronouns** are used in the second part of the sentence. A sentence can be combined with the word '**but**'. For example:

  The mother loved her child dearly. Poverty forced the mother to give the child up for adoption.

  becomes 'The mother loved her child dearly but poverty forced her to give him/her up for adoption.'

- Combine sentences using the word '**who**'. For example:

  Miriam Makeba was one of the greatest performers South Africa has ever produced. Miriam Makeba spent many years in exile.

  becomes 'Miriam Makeba, who was one of the greatest performers South Africa has ever produced, spent many years in exile'.

  A complex sentence always has two **clauses**: a main and a subordinate (secondary) clause. **Miriam Makeba was one of the greatest performers South Africa has ever produced** is the main clause as it can stand alone. When you use 'who' instead of 'Miriam Makeba' in the second sentence, it becomes **who spent many years in exile** which is a subordinate clause as it cannot stand alone.

  When the subordinate clause comes between the subject ('Miriam Makeba') and the verb in the main clause ('spent') there must be a **comma** immediately before and immediately after it. For example, 'Miriam Makeba, who was one of the greatest performers South Africa has ever produced, spent many years in exile'.

- Combine sentences into a single sentence starting with the word '**when**'. For example:

  I saw Mark again after his graduation. Mark was feeling great.

  becomes 'When I saw Mark again after his graduation, he was feeling great.'

- Combine sentences into a single sentence starting with the word '**if**'. For example:

  Your health improves. You stop eating junk food.

  becomes 'If you stop eating junk food, your health will improve.'

vocab

A clause: A group of words that contains a verb.

hint

In the second part of this sentence, use a pronoun ("he") instead of repeating the proper noun (Mark).

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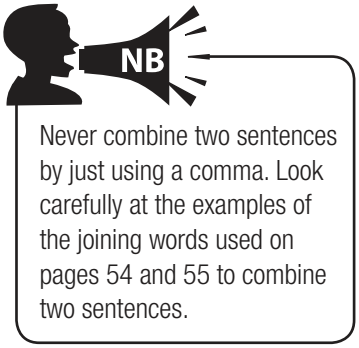

Activity 14

1. Combine the following sentences into a single sentence, using the word 'although':
   The organisers expect many people to attend the concert.
   The tickets are expensive. (2)
2. Combine the following sentences into ONE complex sentence, using the word 'which':
   The province of KwaZulu-Natal is popular with tourists.
   The province has beautiful beaches, game reserves and majestic mountains. (2)
3. Combine the following sentences into a single sentence, using the word 'if':
   You exercise every day.
   You will get fit. (2)
4. Combine the following sentences into a single sentence, beginning with 'After':
   The children ate a lot of cake at the party.
   The children felt sick. (2)
5. Combine the following sentences into ONE complex sentence, using the word 'that':
   The team won the race in record time.
   The team has been training with an Olympic sprinter. (2)

[10]

Answers to Activity 14

1. The organisers expect many people to attend the concert <u>although</u> the tickets are expensive. ✓✓ (2)
2. The province of KwaZulu-Natal, <u>which</u> has beautiful beaches, game reserves and majestic mountains, is popular with tourists. ✓✓
   OR
   The province of KwaZulu-Natal, <u>which</u> is popular with tourists, has beautiful beaches, game reserves and majestic mountains. ✓✓ (2)
3. You will get fit <u>if</u> you exercise every day. ✓✓
   OR
   <u>If</u> you exercise every day, you will get fit. ✓✓ (2)
4. <u>After</u> the children ate a lot of cake at the party they felt sick. ✓✓
   OR
   <u>After</u> they ate a lot of cake at the party the children felt sick. ✓✓ (2)
5. The team <u>that</u> won the race in record time has been training with an Olympic sprinter. ✓✓
   OR
   The team <u>that</u> has been training with an Olympic sprinter won the race in record time. ✓✓ (2)

[10]

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5.8 The apostrophe: when and how to use it

In writing, the apostrophe sign (') is used for two purposes:

Firstly, the apostrophe is used to show that letters have been left out (for example, 'do not' becomes 'don't'; 'I will' becomes 'I'll'; 'it is' becomes 'it's'). Another name for the shortened form of the word is the **contracted form** (i.e. the word has shrunk, or contracted).

Secondly, the apostrophe is used to show that something relates to or belongs to or is **possessed** by someone or something (e.g. 'Sam's book'; 'the players' uniforms'). In this case the apostrophe is used before the 's' in the singular and after the 's' in the plural.

e.g. Worked examples: The apostrophe

1. Why has an apostrophe been used in the underlined word in the following sentence?

   <u>Mpho's</u> commitment to education comes from her training as a teacher.

   Answer: It shows that the commitment to education belongs to Mpho/ was Mpho's own (shows ownership).

2. Rewrite the underlined contracted word in full:

   When Mark needed to spell a word, <u>he'd</u> nod 'yes'.

   Answer: he would.

   (The first verb in the sentence ('needed') is in the past tense, so the word that you write needs to be in the past tense, as part of the verb 'nod'.)

3. Correct the SINGLE error in the following sentence

   Most of us are comfortable with a few second's eye contact.

   Answer: Most of us are comfortable with a few seconds' eye contact.

   ('Seconds' is plural (not one second, but a few seconds), so the apostrophe to indicate belonging/possession must come after the 's'.)

4. Correct the SINGLE error in the following sentence:

   'Have one of these,' says the tall man, popping open a pod and shaking it's contents into my hands.

   Answer: 'Have one of these,' says the tall man, popping open a pod and shaking its contents into my hands.

   (In this sentence, 'its' does not mean 'it is'. It is a pronoun and therefore the word does not have an apostrophe.)

hint

Note that 'it's' is written with an apostrophe only when the writer means 'it is'. In a sentence such as, 'The dog chased its tail', there is no apostrophe because 'its' does not mean 'it is' here.

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Activity 15

1. Correct the SINGLE error in each of the following sentences:
   a. Please collect the childrens' medicine from the clinic. (1)
   b. 'Mr President, its a great pleasure to meet you,' the young girl said. (1)
   c. The doctors husband does the accounts for her practice because he is an accountant. (1)
2. Rewrite only the underlined word in the following sentences in full:
   a. I wish <u>you'd</u> asked me. (1)
   b. I <u>could've</u> given you a lift. (1)
   c. Next time <u>we'll</u> do that. (1)
   d. You <u>can't</u> rely on the bus being on time. (1)
   e. <u>You're</u> right about that! (1)

[8]

Answers to Activity 15

1 a. Please collect the children's medicine from the clinic. ✓ (1)
(In this sentence the medicine belongs to the children and the apostrophe indicates this ownership.)

b. 'Mr President, it's a great pleasure to meet you,' the young girl said.✓ (In this sentence 'it's' is a shortened (contracted) form of 'it is'.) (1)

c. The doctor's husband does the accounts for her practice because he is an accountant. ✓(The 'doctor's husband' means the husband of the doctor – ownership is shown by means of the apostrophe.) (1)

2 a. you had ✓ (1)
b. could have ✓ (1)
c. we will ✓ (1)
d. cannot ✓ (1)
e. you are ✓ (1)

[8]

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5.9 Prepositions

A preposition is a kind of linking word. Prepositions link nouns with other nouns, or pronouns. They are used to express several kinds of meaning.

Here are some examples of prepositions:

- **Possession (having):**
  The books **of** the student (books and student are linked).
  The house **with** a red roof (house and roof are linked).
- **Time:**
  Two days **before** the weekend ('days' and 'weekend' are linked).
  At soccer practice **after** school ('soccer practice' and 'school' are linked).
- **Direction:**
  He ran **towards** the taxi rank ('he' and 'taxi rank' are linked).
  A metre **to** the left ('metre' and 'left' are linked).
- **Position:**
  She is **under** the table ('she' and 'table' are linked).
  The furniture **beside** the window ('furniture' and 'window' are linked).
- **Place:**
  The party **at** my house ('party' and 'house' are linked).
  The shoes **beneath** the bed ('shoes' and 'bed' are linked).

e.g. Worked examples: Prepositions

1. Choose the correct word from those given in brackets:

   The guards of the security company had to appear (in/before) court the next day.

   Answer: in

   (This is a tricky question! The phrase 'in court' refers to the place where the guards had to appear. If the sentence had included 'the' before court, it would refer to the people (lawyers, judges, etc.) and then the correct answer would be 'before the court'.)

2. Choose the correct word to complete the following sentence.

   Write down only the question number and the letter (A – D).

   Graça Machel has been an inspiration ... women around the world.
   A for
   B to
   C by
   D with

   Answer: 2 B

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3. Correct the SINGLE error in the following sentence:

   His parents insisted he was a fighter; he would get through this and go onto attend university.

   Answer: His parents insisted he was a fighter; he would get through this and go on to attend university. (When it is written as one word, the preposition 'onto' describes movement to a position on the surface of something: 'The cat jumped onto the table'.)

4. Complete the following sentence by writing down only the missing word:

   Research has shown that a diet without meat is associated ... a lower risk of diabetes, heart disease, hypertension and some cancers.

   Answer: with

   (In English, the word 'associated' is usually followed by the preposition 'with'. For example: 'Two benefits usually associated with exercise are increased fitness and improved sleeping habits.')

Activity 16

1. Choose the correct word to complete the following sentence:
   The money was hidden _____ the mattress.
   a. on
   b. under
   c. at
   d. by (1)
2. Choose the correct word to complete the following sentence:
   My sister will come _____ me to the meeting.
   a. for
   b. to
   c. with
   d. beside (1)
3. Choose the correct word from those given in brackets:
   The meeting will be held (at / in) Johannesburg on Saturday. (1)

[3]

NB

The preposition 'in' is used with the name of a town or city. The preposition 'at' is used for a particular place, for example, 'at my house' or 'at the club house'.

Answers to Activity 16

1. a. under ✓ (1)
2. c. with ✓ (1)
3. in ✓ (1)

[3]

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5.10 Vocabulary

The meanings of words; knowledge of different forms of the same word; spelling of words and degrees of comparison

In this section of the exam there are usually some grammar questions that require you to know:

- The **meaning** of particular words;
- How a word changes its **form** as a noun, verb, adjective or adverb. For example, 'competition' (noun); 'compete' (verb); 'competitive' (adjective); 'competitively' (adverb);
- The **correct spelling** of words;
- **Synonyms** (words similar in meaning);
  Antonyms (words opposite in meaning);
  Homophones (words that sound the same but are spelt differently and have different meanings); and
  Homonyms (words spelt and pronounced the same way, but with different meanings); and
- What **abbreviations** and **acronyms** stand for.

e.g. Worked examples: Vocabulary

1. Correct the SINGLE error in the following sentence:

   'She's healthy and I love her,' she continued calm.

   Answer: 'She's healthy and I love her,' she continued calmly.

   (The word 'calm' is an adjective, but in this sentence the adverb 'calmly' is required because it describes how the woman continued speaking, i.e. it adds further information to the verb 'continued'.)

2. Give the correct form of the words in brackets:

   According to the mother, her baby is the (beautiful) of all those at the centre.

   Answer: most beautiful

   (The mother is comparing her baby to the many babies at the centre. The degrees of comparison for the adjective 'beautiful' are: beautiful; more beautiful; most beautiful. So the superlative form of the adjective 'beautiful' must be used: 'most beautiful', as this is the most beautiful baby of them all!)

3. Correct the SINGLE error in the following sentence:

   The teacher never lost patients, even though the class was often rowdy.

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Answer: The teacher never lost patience, even though the class was often rowdy.

('Patients' and 'patience' have been confused because they are homophones (words which sound the same but are spelt differently and have different meanings).

4. Choose the correct dictionary entries from the following list to complete the sentence below.

immobile *adj*. 1. not moving 2. not able to move
DERIVATIVES **immobility** *n*
immobilise *verb* to make something unable to move or work
DERIVATIVES **immobilisation** *n*

Mark's illness caused him to become (a) ... . However, this (b) ... did not prevent him from being successful.

Answer: (a) immobile (b) immobility

5. Correct the SINGLE error in the following sentence:

If you are training someone, it is usefull to know how his mind works.

Answer: If you are training someone, it is useful to know how his mind works.

(The word 'full' (meaning containing as much or as many as possible) is spelt with a double 'll'. Words that end in 'ful' for example, 'useful', 'beautiful', 'dreadful', 'wonderful' have only one 'l'.)

6. Give the correct form of the words in brackets:

Robert Phipps has (information) us about the importance of studying someone's eyes closely.

Answer: informed

(The answer has to be part of the verb 'has _____', so the noun 'information' has to change to 'informed'.)

7. Give the correct form of the words in brackets:

Having enough money makes you (a) (independence). The more money you have, the (b) (happy) you might be.

Answer: (a) independent (b) happier

('independent' is an adjective that can be used to describe a person. 'happier' is correct because the comparative form of the adjective 'happy' is needed - 'the more... the happier'.)

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Activity 17

1. Correct the single error in the following sentence:
   After the call he said: "Now, where were we?" as if he'd just orded a cup of tea. (1)
2. Give the correct form of the words in brackets:
   (a) (Adopt) a child requires a great deal of love, commitment and (b) (responsible). (2)
3. Correct the SINGLE error the following sentence:
   Graça Machel is the only women in history ever to be married to two presidents. (1)
4. Give the part of speech of the underlined word in the following sentence. Write down only the question number (4) and the letter (A–D).
   She campaigned <u>endlessly</u> to improve the literacy rate of children in her country.
   A Noun
   B Verb
   C Adverb
   D Adjective (1)
5. Give the correct form of the words in brackets:
   Machel believes that (education) girls is very important. (1)
6. Rewrite the underlined abbreviation in the following sentence in full:
   Robert Phipps is a body language expert on a <u>TV</u> show. (1)
7. Study the following sentence: He stopped eating meat.
   Use a homophone for the word 'meat' in a sentence of your own. (1)
8. Form suitable nouns from the words in brackets:
   She sees expensive items in her (a) (imagine), but she must remember that she cannot buy (b) (happy). (2)

[10]

Answers to Activity 17

1. After the call he said "Now, where were we?" as if he'd just ordered a cup of tea. ✓ (1)
2. Adopting, responsibility ✓✓ (2)
3. Graça Machel is the only woman in history ever to be married to two presidents. ✓ (1)
4. C ✓ (1)
5. educating ✓ (1)
6. television ✓ (1)
7. I will meet you at the post office ✓ (1)
   (Any sentence with the word 'meet' can be written here.)
8. (a) imagination ✓ (b) happiness ✓ (2)
   (In English, many abstract nouns, such as 'imagination' and 'happiness', end in '-ion', '–tion' or '–ness'.)

[10]

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5.11 Language and editing skills in context

In the language and editing section of the exam, you will be tested on your grammar, punctuation and vocabulary skills by answering questions based on:

- A prose (word) extract; and
- A picture with a short text.

Here is an example of a prose extract and a picture question from a past exam paper.

Activity 18

Read the following passage, which contains some deliberate errors, and then answer the questions.

WHY KINDNESS IS GOOD FOR YOU

The idea of a universal bond of sharing connects all humanity – *ubuntu* – is as old as the hills in black South African culture.

Imagine, for a minute, a world were everyone is just a little kinder. When you are trying to merge into traffic, someone let's you in. At the supermarket, you allow a person in a hurry to go ahead of you in the checkout queue. You get back to your car and find someone have put money in the parking meter. A new theory called "survival of the nicest" says that because of kindness, the human race prospered as a species.

Kindness is good for you in other ways. Studies have found that helpful people are less likely to fall ill from chronic disease and tend to have better immune systems. "A strong correlation exists between the well-being, happiness and health of people who are kind," wrote Professor Stephen Post.

Kindness has another simalarity with happiness: it cannot be bought. Kindness, then, is just a matter of choice. It is an attitude you carry with you that can make a difference, however small, in someone's life.

[Adapted from *Reader's Digest*, January 2009]

hint Check each language aspect to find the errors in question 2. They may be spelling, punctuation or concord errors.

1. Rewrite the following sentence in the past tense:
   The idea of a universal bond of sharing connects all humanity. (1)
2. Correct the SINGLE error in each of the following sentences:
   a. Imagine, for a minute, a world were everyone is just a little kinder. (1)
   b. When you are trying to merge into traffic, someone let's you in. (1)

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c. You get back to your car and find someone have put money in the parking meter. (1)

d. Kindness has another simalarity with happiness. (1)

3. Rewrite the following **idiomatic expression** in its original form:
Survival of the nicest (1)

4. Complete the following sentence in the singular form, starting with the given words:
Studies have found that helpful people are less likely to fall ill.
A study has found that a helpful ... (2)

5. Rewrite the following sentence in **reported speech**:
Professor Stephen Post wrote, "A strong correlation exists between happiness and health." (2)

6. Combine the following sentences into a single sentence using the words "not only":
Kindness is a matter of choice.
Kindness is an attitude. (2)

7. Rewrite the following sentence in the negative form:
Kindness makes a difference in your life. (1)

8. Identify a noun in the following sentence:
Kindness can make a difference. (1)

[14]

vocab

An **idiomatic expression** or **idiom**: An expression whose meaning is different from the literal meaning of the words.

Answers to Activity 18

1. The idea of a universal bond of sharing connected all humanity. ✓ (1)
2. a. were – correct answer: where ✓ (1)
   b. let's – correct answer: lets ✓ (1)
   c. have – correct answer: has ✓ (1)
   d. simalarity – correct answer: similarity ✓ (1)
3. Survival of the fittest ✓ (1)
4. A study has found that a helpful person is less likely to fall ill. ✓✓ (2)
5. Professor Stephen Post wrote that a strong correlation existed between happiness and health. ✓✓ (2)
6. Kindness is not only a matter of choice but (it is) also an attitude. ✓✓
   OR
   Not only is kindness a matter of choice but (it is) also an attitude. ✓✓
   OR
   Kindness is not only an attitude but (it is) also a matter of choice. ✓✓
   OR
   Not only is kindness an attitude but (it is) also a matter of choice. ✓✓ (2)
7. Kindness does not make a difference in your life. ✓ (1)
8. Kindness OR difference ✓ (1)

[14]

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Activity 19: Picture and text

We can find partnerships in unlikely places. Since 1993 South Africans have collected 950 000 tons of cans from our surrounding environment. However, we can increase this recovery rate and further conserve and sustain the environment. Recycle cans today. Sustain tomorrow.

[Adapted from Simply Green, Issue 4, 2012]

vocab

Antonym: A word that means the opposite of a given word.

hint

In question 4 'conserve' is a verb. To answer the question, you need to find the noun form of this word.

1. Change the following question into a tag question:
   We can find partnerships in unlikely places. (1)
2. Write down an **antonym** for the underlined word in the following sentence:
   We can increase this recovery rate. (1)
3. Choose the correct answer from the brackets:
   Since 1993, we have collected no (few/fewer) than 950 000 tons of cans. (1)
4. Give the correct form of the word in brackets:
   The (conserve) of the environment is important. (1)
5. Rewrite the following sentence in the passive voice, starting with the given words:
   We can keep our country beautiful.

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Start with: Our country... (1)

6. Choose the correct answer to complete the following sentence. Write down ONLY the question number (6) and the letter (A – D) of the correct answer.
   Recycle cans today. Sustain tomorrow.
   This is an example of ... language.
   A persuasive
   B manipulative
   C sarcastic
   D biased (1)

[6]

Answers to Activity 19

1. We can find partnerships in unlikely places, can't we/ can we not? ✓ (1)
2. decrease OR reduce ✓ (1)
3. less ✓ (1)
4. conservation (noun) ✓ (1)
5. Our country can be kept beautiful (by us) ✓ (1)
6. A/persuasive ✓ (1)

[6]

5.12 What is expected from you in the exam?

In the exam, the language and editing skills section is worth **20 marks** out of 80 marks for Paper 1.

This section is made up of two parts:

- A **written extract** of 150 – 200 words.
  This part is worth **14 marks**.
  You will be required to answer a set of questions based on the extract that test your language and editing skills.
- A **picture with a short text**.
  This part is worth **6 marks**.
  You will be required to answer a set of questions based on the picture and text that test your language and editing skills.

The exam is two hours long and your should spend about **20 minutes** on the language and editing skills questions.

exams

For more practice on **language and editing skills**, go to these past exam papers:

- November 2010, page 10, Question 5
- Feb/March 2011, page 12, Question 5
- November 2011, page 13, Question 5
- Feb/March 2012, page 12, Question 5
- November 2012, page 13, Question 5.1 and 5.2
- Feb/March 2013, page 12, Question 5.1 and 5.2

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The Mind the Gap study guide series assists you to make the leap by studying hard to achieve success in the Grade 12 exam.

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