education

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NORTH WEST PROVINCE

PROVINCIAL

ENGLISH HL

GRADE 10

TERM 1

REVISION MATERIAL

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1.INSTRUCTION WORDS

Key word	Meaning
analyse	Break up into separate parts and discuss, examine, interpret, explore and investigate each part. Say how each part is important. Explain how the parts are linked or related.
apply	Use in practical way. When you apply you show in a practical way what your understanding is. Use your knowledge and understanding of the topic to make it relevant to a situation, issue or problem.
assess	Judge or estimate the nature, quality or value of something. Make a value judgement that you justify by giving reasons.
calculate	You need to get to an answer by using numbers. You will add, subtract, multiply or divide numbers to reach an answer.
comment	Give your opinion on, explain or criticise. Make a judgement based upon the evidence.
compare	Look at two or more things. Identify similarities and differences. See how they are the same, and how they are different. Focus more on similarities than differences
complete	Add the missing information.
consider	Think about and give your opinion.
contrast	Show them in Focus on the differences between two or more things. opposition to each other.
create	Put together ideas or parts to develop an original idea; engage in creative thinking; offer a novel or new suggestion or item.
criticise	You need to make judgements to show your own ideas and evaluation.
critically analyse	Show approval or disapproval, or find mistakes or faults, and merits or good aspects; give reasons.
define	You need to give the exact meaning of the term or words. Definitions are short and exact. This is not a discussion.
describe	Give an account of something where you recall what you have learned or state what you observed.
determine	Find out the facts. For example, determine how many learners in Grade 11 do physical exercise more than four times a week.
discuss	Write about something; compare a number of possible views about an issue or problem. Debate, consider, and argue the issues. Include comparisons and contrasts, look at pros and cons. Say what you think about the topic. Give a full answer in sentences, not just a list in point form. Always give a conclusion.
do you think	Give your OWN opinions about an issue or problem. Pay attention to the reason you give and arguments you offer; you will not be given marks just for an opinion. Provide well-reasoned or logical reasons for your opinions,based on facts.
enumerate	This is the same as list. Give a number of points.
evaluate	Give your own opinion and /or the opinions of others. Give evidence to support your evaluation. Give an indication of the amount, quality or value of something. Compare a number of possible views about an issue or problem. Make judgements based on facts.

examine	**Carefully look at something and in detail so you can comment on it. Breakdown an issue or problem into smaller parts to understand it. Then explain what you have learned.**
Explain	**Give details, describe, make clear, make it understandable. Make something plain or simplify. Describe in detail so that it can be understood. Always give examples when you are asked to explain. give You supply, provide, present, or offer information.**
Identify	**Recognise and name someone or something; to say who or what they are.**
illustrate	**Give realistic examples. Explain very clearly. You can use examples and comparisons.**
interpret	**Show your understanding of the topic, comment on it, give examples. Describe relationships, explain the meaning.**
in your opinion	**This asks you what you think about something or feel about something. For example, in your opinion "Are South African Citizens Doing Enough to Flatten the curve of coronavirus in SA?**
list	**Give a short list of the points. State in the shortest way. Be brief. Do not discuss or write an essay. Usually you write items one below the other in a list.**
match	**Find things that go together; find things that are similar or connected to each other.**
measure	**Find the size, quantity, etc. of something. Judge the importance, value or effect of something.**
mention	**Write about something without explaining. There should be no detail; keep it brief.**
name	**Similar to mention; give a brief answer without long explanations.**
outline	**Summarise, describe main ideas and core points, concepts or events. Give an overview.**
prove	**Give the facts to support the issue.**
state	**Explain exactly and clearly as it is.**
suggest	**Give possible reasons or ideas. These must be believable; they do not necessarily have to be proven to work.**
summarise	**Give a very short and brief account. Include a short conclusion. Do not give unnecessary details.**

2. VISUAL LITERACY

CARTOONS

Notes

A cartoon is usually a humorous drawn picture of a situation, well-known personality or story.

Cartoons are used to express ideas or to draw attention to a situation or a well-known personality.

They often highlight a current social or political issue.

Analysing Cartoons

WHEN STUDYING CARTOONS LOOK AT:

Characters: Are they stereotypes or caricatures?

Background & Setting: Where & when is the scene taking place?

Language: Is formal /informal register used? How are the sentences structured?

Punctuation: Used to portray emotions.

Actions: Look at facial expressions and symbols or lines used to portray movement/emotion.

Objectives: Is the aim to inform, educate or entertain?

GOLDEN RULES FOR ANALYSING A CARTOON

2.1 When you study cartoons or cartoon strips, ask yourself the following questions:

- Is the cartoon meant to make me laugh or think seriously about something?
- What do I notice about the body language of the characters in the cartoon?
- What do I notice about the font and size of words in the cartoon?
- What do I notice about the punctuation used?
- What connections can I make between the words and the drawings?
- Know the meaning of the technical aspects of the cartoon, as it will most probably be included in the questions:

- Å A cartoon can be a single frame or consists of a series of frames.
- Å Movement is indicated by vertical, curved and diagonal lines.
- Å Speedy action is indicated by streaky lines or the action leaving the frame.
- Å Fonts are also changed for emphasis.

LOOK AT EXAMPLES BELOW

TEXT 1

TEXT 2

Commenting on Cartoons

- All answers should be substantiated with close reference to the cartoon.
- Pay careful attention to the body language of the characters and refer to visible features.
- Remember that cartoons make use of puns, satire, sarcasm and irony that need to be explained by referring to the cartoon.

Caricature

- This is a drawing in which a person or action is shown with exaggerated features.
- Features are exaggerated to help with identification or to ridicule.

Stereotype

- This is a fixed, exaggerated and preconceived description of a specific type of person, group or nation.
- For example, the Italians are said to be emotional and the British cold.

To answer questions on cartoons, you need to:

- Understand the ómessageôor 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.
- Understand how punctuation is used to affect the meaning of the cartoon.

ACTIVITY1: CARTOONS

Study the cartoon and answer the questions based on it.

TEXT A

1.1 Why is Text A humorous? (1)

1.2 Text A is riddled with errors. Answer the questions below:
In frames 1 and 2 a common grammatical error is corrected. Give an example of a sentence where it would be correct to use the phrase ñSteve and meò (1)

1.3 How is the dialogue in frames 2 and 3 supported by the visual clues? (2)

1.4 Correct the three errors in the fourth frame by rewriting the dialogue. (3)

1.5 Correct both the errors in the fifth frame by writing down the corrected words. (2)

TEXT B

Refer to Text B. Calvin is lecturing Hobbes about academic writing and claims that the aim is to make your writing as hard to understand as you possibly can if you want to succeed.

FRAME 1 FRAME 2 FRAME 3 FRAME 3

1.6 Describe Calvinôs attitude in frame 2 by referring to the visual clues. (2)

1.7 Describe how Hobbeôs attitude is different from Calvinôs in frame 2 by referring to his facial expression. (2)

1.8. Explain the humour in the final frame by referring to the cartoon as a whole. (2)

[15]

3. ADVERTISEMENT

GOLDEN RULES FOR ANALYSING AN ADVERTISEMENT

1. When you analyse advertisements, ask yourself the following questions:

Å What is being advertised?
Å Who is likely to be interested in this product?
Å How do the designers try to make the product appealing?
Å Why do they use specific words in the advertisement?
Å What does the picture show and why was it chosen?

2. Know the meaning of the following terms:

Å Slogan: Words that are linked to a product and that are easy to remember (for example, ñFinger-licking goodò).
Å 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).
Å 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: ôBetty bakes the best buns in the worldõ).
- Sound devices: Words chosen for the effect of their sounds (for example, onomatopoeia and alliteration used together: ôShush, babyôs sleeping).

3. 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 advertisement may ask that drivers drive slowly);
- Understand how the layout of the advertisement and the use of fonts attracts the readerôs attention;
- Pay attention to how punctuation has been used; and Notice the use of figures of speech

ACTIVITY 2: ADVERTISEMENTS

Study the advertisement below and answer the questions set on it.

Text above reads as follows: Coverage not available everywhere. See your sales representative or go to T-Mobile.com for additional information

2.1 What product is being advertised? (2)

2.2 How does the advertiser direct his appeal to the reader through the slogan? (2)

2.3 What does the advertiser achieve by using the word, ósimpleô in the hashtag? (3)

2.4 Critically discuss to what extent this advertisement is effective. (3)

[10]

TEXT B- STUDY THE ADVERT BELOW AND ANSWER THE QUESTIONS

2.5 Discuss the effectiveness of the diction used in the advertisement in terms of the emotions evoked. (4)

2.6 Briefly explain the visual impact the drops of blood have in the background of the advertisement. (3)

2.7 This advertisement can be argued as being very simplistic yet effective ï do you think this advertisement is effective? Give reasons for your answer. (3)

[10]

4. SUMMARY WRITING

GOLDEN RULES FOR WRITING A SUMMARY

1. Read the instructions in the question paper carefully to determine what is expected/ which seven facts are required.

2. Read the text or article to get a general idea of the subject matter.

3. Then read through it a second time to identify the main points.

You can do this paragraph by paragraph.

- Identify the topic sentences and underline/ highlight it. These are usually the first sentences of each paragraph. They give the main idea for the paragraph (with the following sentences supporting this main idea).
- Also look for the concluding sentence in the paragraph, as this often summarises the paragraph.

4. Now write the main idea of each paragraph (or section) in one sentence.

- Use your own words, rather than the author's words. This is important because if you quoted verbatim what the author has written, you'll lose marks.
- Your summary should be written in point form.
- Number your sentences from 1-7.
- Write only ONE point per sentence.
- Always indicate the number of words at the end of your summary.

5. Edit what you wrote.
   - Check for grammar, spelling and punctuation mistakes as you will be penalised for language errors

ACTIVITY 3.1: SUMMARY WRITING

SUMMARY

The passage below focuses on how many children experience cyberbullying.

NOTE: You are required to do the following:

- Summarise the most important facts concerning children who experience cyberbullying.
- Write the summary using your own sentences.
- You may write EITHER a fluent PARAGRAPH or in POINT FORM.
- Your summary should include at least 7 points and should not exceed 90 words.
- Indicate your word count at the end of your summary.
- You are NOT required to include a title for the summary.
- Marks will be deducted if you ignore these instructions.

ONE IN FIVE CHILDREN BULLIED ONLINE, SAYS NSPCC SURVEY

Children most commonly experienced bullying and trolling while online, the NSPCC survey suggested. Almost one in five children who use social networking sites suffered a negative experience last year, research by children's charity the NSPCC shows.This included bullying, unwanted sexual messages, cyber stalking and feeling pressure to look a certain way.

The NSPCC also said a "large number" of users of Facebook, Twitter and YouTube were under the minimum age of 13.

A full report of the survey of 1,024 11 to 16-year-olds from across the UK will be published in November.The survey also showed that the most common bad experiences among children involved insulting or intimidating others, usually under a pseudonym, to provoke a reaction.

The NSPCC said the survey was commissioned because of increased concern around what children and young people were being exposed to on the internet.Earlier this month, 14-year-old Hannah Smith, from Leicestershire, was found hanged. Her father said she had been sent abusive messages on social networking site.

Claire Lilley, NSPCC safer technology expert, said: "It's unbearable to think any young person should feel there is no other option but to end their life because of bullying on social networking sites."She said their research revealed a "worrying landscape" and the charity's forthcoming report would focus on the issues of "trolling" and cyber-bullying and the impact they have on young children, in particular 11 and 12-year-olds.

She said there was "a bit of a blind spot" in the way social networking sites were dealing with underage children."We must ensure young people have the confidence to speak out against this abuse, so that they don't feel isolated and without anywhere to turn."

[Total Section B: 10]

ACTIVITY 3.2 – Summary Writing

SUMMARISING IN YOUR OWN WORDS
Carefully read **TEXT B** below, which talks about energy drinks.

The edited passage below is about ñUsing Hashtag for your small businessò

- Write the summary using your own sentences.
- You may write EITHER a fluent PARAGRAPH or in POINT FORM.
- Your summary should include at least 7 points and should not exceed 90 words.
- Indicate your word count at the end of your summary.
- You are NOT required to include a title for the summary.
- Marks will be deducted if you ignore these instructions.

TEXT B

There are as many ways to use hashtags for your business as creative people can think up. You can hold a contest and use a hashtag to get people to enter your contest and gain followers on your twitter account, too. Be careful on Facebook, as Facebook has certain strict rules about running contests. But itôs easy on Twitter.
The #FollowFriday (or #FF for short) hashtag is a simple way to network with others. On Fridays, you give a shout out to people whose tweets you find helpful. This is a key way that followers get our attention, and weôre likely to follow them back.
Text chats are held on Twitter. Since Twitter is just one big open platform, you have to have some way of designating who is participating in the chat. Otherwise, you have no way of knowing whether a tweet is responding to something someone else said in the chat, or not. Thatôs where a hashtag is useful. Assign a unique hashtag, everyone uses it, and voila ï you are hosting a discussion.
Most conferences and business events these days have a dedicated hashtag assigned for the event. An easy way to find out who else is there and connect with them in person, is to check the Twitter stream for the hashtag. See who tweets, and then send a direct message to that person, to set up a time to connect.
You can find valuable business content through Twitter, by checking hashtags for general topics such as #Marketing or #SmallBiz. Want your content to spread further? Use such hashtags when sharing your own content, and maximize who can see your content.
For Small Business Influencer Awards, we use the hashtag #SMBinfluencer. Itôs a way to develop energy and excitement around the awards, and for us as the Award organizers to track discussion around it.
See how others are using hashtags. Hashtags.org is a service that aggregates hashtags, and tells you what people are discussing. Itôs bound to give you ideas.

COMPREHENSION

ANSWERING A COMPREHENSION TEST

GOLDEN RULES FOR ANSWERING A COMPREHENSION TEST

1. Read through the passage.

2. Read through the questions based on the passage.

3. Read through the passage again, keeping the questions in mind to locate possible answers.

4. Read through each question again and do the following:

   - Underline/ highlight/ circle the instruction words as to be informed what each question expects you to do.
   - Underline the key word/ key idea

5. Answer the questions and keep the following in mind:

   - Number your answers to correspond with the numbering system used in the question paper.
   - Skip a line between each answer as to facilitate the marking process.
   - Write neatly and legibly.
   - The mark allocation will indicate the length of the required answer.
   - Determine if the answer needs a full sentence, a word or a phrase.
   - If answering in a full sentence, start the answer with a capital letter and end it with a full stop.
   - If you have to quote from the text, enclose the quote with quotation marks/ inverted commas.
   - Answer all the questions because a question that is left unanswered constitutes a zero mark.
   - If time allows it, edit your work to check that you have answered correctly and followed the Instructions.
   - Watch out for careless mistakes and proofread your essay and/or short answer questions.
   - Only change an answer if you misread or misinterpreted the question because the first answer that you put down is usually the correct one.

ACTIVITY 4.1- Comprehension
READING FOR MEANING AND UNDERSTANDING
Read TEXTS A and B below and answer the set questions.

TEXT A

#Hashtag – Is it just a social media phenomena?

1 The hashtag frenzy continues with no sign of abatement, from the mom posting those adorable pictures of the kids, to the millennial sharing every second and aspect of his or her daily life, to the small or large business trying to connect with new or existing audiences. Rarely is a photo, comment, opinion, quip, response, etc. posted on any of the major social platforms without the seemingly requisite hashtag followed shortly thereafter.

2 As the business world continues to try to understand and leverage this social media thing, hashtags present yet another potentially confounding dynamic. Even for those who have deployed hashtag strategies, itôs fair to ask the question: #DoHashtagsMatter? Is there any real value in attaching a hashtag to your posts? Do they deliver anything at all? How do you know if your hashtagging practices are actually reaching desired audiences and attracting more customers?

3 Agencies responsible for developing and executing content marketing campaigns for their clients are consistently asked to weigh in with their strategic hashtag ideas and recommendations. They, too, are faced with addressing these complicated questions for which there are no obvious answers. When done properly and strategically and consistent with the organizationôs tone and brand, a hashtag campaign can be effective for a number of reasons.

4 New brands can use their name in a hashtag to gain recognition and build equity. Brand-name hashtags provide an easy way for people to find and follow a brand. As customers begin using the name hashtag, it builds rapport for the brand and its users. Concurrently, new brands can participate in trending hashtag conversations, which grants them exposure to already existing audiences and topics. Brands should be respectful and only join in conversations where they can be relevant and authentic. This develops their brand voice and trust among communities. Within these conversations, brands can begin to research and study the community affinities and hone in on what truly matters to them. Ultimately, this empowers brands to learn more about their target audience and cater to them.

5 Once equity and recognition are established with users, brands can roll out campaign hashtags with less overt branding, based on the target audience affinities and marketing initiatives. Brand engagement is built as brands speak directly to their target audience affinities and results in valuable content. Like anything and everything else when it comes to the intersection of business and social media, organizations must adhere to some fairly stringent ground rules when it comes to using hashtags. Always research a hashtag before using it. The internet can be a weird place, and often, there are conversations and topics associated with hashtags that are better not to be associated with. Make sure it is a good fit.

6 Check for double meanings behind hashtags that may send a different message than what you are looking for. Do not use hashtags for sarcasm or in place of actual sentences. Hashtags are great for organizing and archiving content, so they should be short and distinctive. Capitalize the first letter of each word in the hashtag. It is

7	easier for your user to read and remember. While organizations must trend with caution, the benefits of using hashtags must be considered as part of the overall social and digital strategy, especially by those that rely on content as part of their marketing strategies. The key is ensuring that hashtag strategies are built on solid research and accompany content that actually adds value to the target audiencesôlives.	
	Source: www.trendsetters/moderntimes.com	

AND

TEXT B

Read texts A and B and answer the set questions

QUESTIONS: TEXT A

1.1. Refer to the title.
What would be your reaction about the use of the hashtag symbol? (2)

1.2. The writer uses the word ófrenzyôin line one. What does this tell us about the use of the hashtag symbol? (2)

1.3 Account for the use of many questions in the second paragraph. (2)

1.4 Refer to paragraph four.
In your own words, briefly describe two ways in which companies can benefit from using the hashtag sign. (4)

1.5 Explain what the phrase, ó to develop their brand voiceé ô(paragraph 4) means (2)

1.6 Comment on why the writer says that, ôthe internet can be a weird placeé ôin paragraph 5. What warning is given out to companies in these lines? (4)

1.7 Describe the tone that is used in paragraph 6. (3)

1.8 Does the writer support the use of hashtag in organizations? Justify your response. (3)

QUESTIONS: TEXT B

1.9 Suggest a possible reason for Hyundai using the phrase #NiceHashtag. (2)

1.10 What is the effect of the writer using minimal words in the text? (2)

QUESTIONS: TEXT A AND B

1.11 Compare paragraph 6 in Text A and the Hashtag used in Text B. are the any similarities between the two? Justify your response. (4)

TOTAL : 30

ACTIVITY 4.2– COMPREHENSION

READING FOR MEANING AND UNDERSTANDING

Read **TEXT A** *below and answer the questions that follow.*

TEXT A

Read the following passage and answer the questions that follow:

WHEN BULLYING GOES HIGH-TECH

By Elizabeth Landau, CNN (April 15, 2013)

1. Brandon Turley didn't have friends in sixth grade. He would often eat alone at lunch, having recently switched to his school without knowing anyone.

2. While browsing Facebook one day, he saw that someone from his high school had posted a comment ï a message visible to multiple people ï declaring that Turley was a "fag." Students he had never even spoken with wrote on it, too, saying they agreed.

3. Feeling confused and upset, Turley wrote in the comments, too, asking why his classmates would say that. The response was even worse: He was told on Facebook that a group of 12 kids wanted to beat him up, that he should stop going to school and die. On his walk from his locker to the school office to report what was happening, students yelled things like "fag" and "fatty."

4. "It was just crazy, and such a shock to my self-esteem that people didn't

like me without even knowing me," said Turley, now 18 and a senior in high school in Oregon. "I didn't understand how that could be."

5. As many as 25% of teenagers have experienced cyberbullying at some point, said Justin W. Patchin, who studies the phenomenon at the University of Wisconsin-Eau Claire. He and colleagues have conducted formal surveys and found that about 10% of teens have been victims of cyberbullying in the last 30 days.

6. Online bullying has a lot in common with bullying in school: Both behaviours include harassment, humiliation, teasing and aggression, Patchin said. Cyberbullying presents unique challenges in the sense that the perpetrator can attempt to be anonymous, and attacks can happen at any time of day or night.

7. There's still more bullying that happens at school than online, however, Patchin said. And among young people, it's rare that an online bully will be a total stranger. "In our research, about 85% of the time, the target knows who the bully is, and it's usually somebody from their social circle," Patchin said.

8. The conversations that need to be happening around cyberbullying extend beyond schools, said Thomas J. Holt, associate professor of criminal justice at Michigan State University.

9. "How do we extend or find a way to develop policies that have a true impact on the way that kids are communicating with one another, given that you could be bullied at home, from 4 p.m. until the next morning, what kind of impact is that going to have on the child in terms of their development and mental health?" he said.

10. Researchers found that 27% of students who experienced bullying online, and 28% who were victims of bullying by phone text messaging, thought about skipping school or skipped it. That's compared to 22% who experienced physical bullying.

11. Those who said they were cyberbullied were also most likely to say they had considered suicide ï 28%, compared to 22% who were physically bullied and 26% who received bullying text messages.

12. People who were both victims and bullies were at higher risk for young adult depression, panic disorder, agoraphobia among females, and the likelihood of suicide among males. Those who were only bullies showed a risk of antisocial personality disorder.

13. "We're trying to find social network sites that want to partner with us, so we can get more of this stuff out into the real world," Turley said. "Times have changed definitely, where people are becoming slowly more aware," he said. "At my school, at least, I'm seeing a lot less bullying and a more acceptance overall. People just stick to their own."

(Adapted from the Internet)

TEXT B

QUESTIONS ON TEXT A:

1.1. Explain, in your own words, why Turley felt ñconfused and upsetò (line 7). **(2)**

1.2. REFER TO PARAGRAPH 5.
Why, do you think, does Patchin refer to cyberbullying as a ñphenomenonò? **(2)**

1.3. How does Patchingather the information he uses for statistics? **(1)**

1.4. READ THE STATEMENTS BELOW AND SELECT THE OPTION WHICH BEST COMPLETES THE SENTENCE:

Cyberbullying presents a unique challenge because:

A.) the perpetrator can cause more physical than emotional harm.
B.) the perpetrator is not limited to a specific time of day to attack.
C.) the perpetrator can use his/her name safely without risk. **(1)**

1.5. Why, do you think, is it rare that an online bully will be a total stranger (line 24)? **(2)**

1.6. REFER TO PARAGRAPH 7.

The writer refers to a person who is being bullied as a ñtargetò(line 25). Discuss how the choice of this specific word has an emotive effect. **(3)**

1.7. REFER TO PARAGRAPH 8.

ñThe conversations that need to be happening around cyberbullying extend beyond schools é ò

Do you agree with this statement? Provide reasons for your answer. **(3)**

1.8. Do you think it is important to develop policies that have an impact on the way young people communicate with each other (lines 30-32)? Justify your opinion. **(3)**

1.9. REFER TO PARAGRAPHS 10 & 11.

The article makes use of a number of statistics. Why do you think this is so? **(2)**

1.10. REFER TO PARAGRAPH 13.

Why does Turley want to partner with social network sites? **(2)**

1.11. In your view, is the title of the article ñ*When bullying goes high-tech"* an appropriate one? Justify your opinion. **(2)**

1.12. What, do you think, Turley implies in the last sentence when he explains that ñPeople just stick to their ownò? **(2)**

QUESTIONS ON TEXTS A & B

1.13. Carefully read paragraph 7 in**TEXT A** again.

TEXT B clearly highlights a key aspect of cyberbullying as discussed in **TEXT A**.

Discuss the validity of this statement with adequate substantiation from both texts. **(5)**

[30]

6. LANGUAGE AND EDITING SKILLS

PARTS OF SPEECH

part of speech	function or "job"	example words	example sentences
Verb	action or state	(to) be, have, do, like, work, sing, can, must	English Club **is** a web site. I **like** English Club.
Noun	thing or person	pen, dog, work, music, town, London, teacher, John	This is my **dog**. He lives in my **house**. We live in **London**.
Adjective	describes a noun	good, big, red, well, interesting	My dogs are **big**. I like **big** dogs.
Determiner	limits or "determines" a noun	a/an, the, 2, some, many	I have **two** dogs and **some** rabbits.
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats **quickly**. When he is **very** hungry, he eats **really** quickly.

part of speech	function or "job"	example words	example sentences
Pronoun	replaces a noun	I, you, he, she, some	Tara is Indian. **She** is beautiful.
Preposition	links a noun to another word	to, at, after, on, but	We went **to** school **on** Monday.
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs **and** I like cats. I like cats **and** dogs. I like dogs **but** I don't like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	**Ouch**! That hurts! **Hi**! How are you? **Well**, I don't know.

6.2. CONCORD

In English, all the words in a sentence that have a special kind of óconnectionô 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:

ÅThe policeman (noun) arrested the robbers.

ÅHe (pronoun) arrested the robbers.

ÅThe tall, strong policeman (phrase) arrested the robbers.

6.3. ACTIVE AND PASSIVE VOICE

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 ï Verb ï 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 ótoô beôor, occasionally, the verb ógotô(for example,ó was stung by a beeô)

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:

ÅPresent continuous tense

Active voice: The striker is scoring a goal.

Passive voice: A goal is being scored by the striker.

ÅPerfect tense

Active voice: The striker has scored a goal.

Passive voice: A goal has been scored by the striker.

ÅSimple future tense

Active voice: The striker will score a goal.

Passive voice: A goal will be scored by the striker.

6.4. 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 óquotesô them.

The words are put in quotation marks and all other punctuation marks used in the sentence will be captured inside these quotation marks.

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, ñMy family will be going to a soccer match next Saturday.ò

 Indirect/Reported speech:

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

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: ôI am sorry.ô

Reported speech: He says (that) he is sorry.

In sentences that start with a past tense verb, the tense becomes one tense ôolderô

The pronouns and time words also change.

For example:

Direct speech: He said: ôI am sick.ô

Reported speech: He said (that) he was sick.

2. In reported speech there are no quotation marks, but you add a conjunction such as ôthatôor ôwhetherô For example:

Sibongile asked whether I would be going to the party.

3. The tenses ôbackshiftô(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: ôIô becomes ôheô or ôsheô, ôweô becomes ôheyô, ôusô becomes ôthemô, ôourô becomes ôtheirô

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: ôWeôve won the competition!ôthe boys shouted.

Reported speech: The boys shouted that they had won the competition.

6. Time words change. For example:

- ônowôbecomes ôthenô

- ôtodayôbecomes ôthat dayô

- ôtomorrowôbecomes ôthe next dayô

- ôlast week/month/yearôbecomes ôthe week/month/year beforeô

- ônext week/month/yearôbecomes ôthe following week/month/yearô

7. The words ôthisôand ôthatôchange to ôtheseôand ôthoseô

6.5. CONJUNCTIONS

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.

6.6. APOSTROPHE

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

 Firstly, the apostrophe is used to show that letters have been left out (for example, ôdo notôbecomes ôdontô, ôI willôbecomes ôIllô, ôit isôbecomes ôitsô). 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. ôSamôs bookô, ôthe playersô uniformsô). In this case the apostrophe is used before the ôsô in the singular and after the ôsô in the plural.

6.7. NEGATIVE SENTENCES, QUESTIONS AND TAGS

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

ÅTwo words need to be added:

(i) a form of the auxiliary verb ódoô, and

(ii) ónotô 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.

ÅThe tense of the auxiliary verb must be the same as the tense of the verb in the positive sentence. For example, óunderstandsô becomes ódoes not understandô (simple present tense); ófailedô becomes ódid not failô (simple past tense).

ÅIn the negative form, the ending of the main verb changes. For example, óexcludesô becomes ódoes not excludeô, ófailedô becomes ódid not failô

ÅIn the present tense, the third person singular form of the auxiliary verb ódoô is ódoesô

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

6.8. VOCABULARY AND SPELLING

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, ócompetitionô (noun); ócompeteô (verb); ócompetitiveô (adjective); ócompetitivelyô (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.

ACTIVITY 5.1: LANGUAGE AND EDITING SKILLS

The following passage has deliberate language mistakes in them.
Read the passage and answer the questions that follow:

PROTECTING KIDS FROM CYBERBULLYING

WHAT IS CYBERBULLYING?

Cyberbullying is like playground bullying, but it's done either online or with cellphones. It can take the form of individual harassment, public humiliation, or both. The viral nature of online life and cellphones makes sending humiliating or degrading messages, pictures, or videos simple and immediate. And anonymous. Screen names easily disguise bullies' identities. Sometimes they can even pretends to be the victims, posting comments that look like the victims wrote them. Other times, the cyberbullying can take the form of direct threats – either physical ones or social ones.

WHY YOU SHOULD CARE:

Because it's going to happen to your kids, and it's going to damage them emotionally. Their self-esteem and their self-confidence – not to mention their sense of physical safety – all take huge hits when bullying is involved. And you should know that your kids may not want to tell you they're being bullied ... they might be embarrassed or might not want to own up to the fact their on websights they aren't supposed to be on.

SOME FACTS YOU SHOULD KNOW:

- 1 of 3 kids say they've been cyberbullied.
- Cyberbully 411 reports that 40% of kids say their cyberbullying took place on instant messenger services. 30% said it happened on social networking sites, and 29% said they were bullied while playing an online game.
- *USA Today* reports that girls generally mock others for their physical appearance, while boys tend to make more sexually explicit comments.
- Cyberbullying is especially prevalent in middle school-aged kids (9-14).

5.1.1. REFER TO LINE 1: ñCyberbullying is like é with cellphones.ò
What type of sentence is it?
Write only the alphabet letter of your choice.

A) Simple
B) Compound
C) Complex
(1)

5.1.2. Give a reason for your choice in 5.1.1. **(1)**

5.2. Account for the use of the apostrophe in lines 1 and 4. **(2)**

5.3. Correct the error of concord in line 5. **(1)**

5.4. What part of speech are ñself-esteemò and ñself-confidenceò (line 10)? **(1)**

5.5. Correct the two (2) spelling errors in line 13. **(2)**

5.6. Give the function of the colon in line 14. **(1)**

5.7. An incorrect preposition has been used in line 15. Identify and correct it. **(1)**

5.8. Why is *USA Today* (line 19) printed in italics? **(1)**

5.9. Provide a synonym for ñmockò (line 19). **(1)**

[12]

TEXT B - LANGUAGE AND EDITING SKILLS

The following passage has deliberate language mistakes in them. Read the passage and answer the questions that follow:

	(TEENSPEAK' COSTS JOBS
1	A hashtag are a label for content. It helps others who are interested in a certain topic, quickly find content on that same topic.
2	Hashtags are used mostly on social media sites. They rocketed to fame on twitter. But now you can use hashtags on other social platforms, such as Instagram, Facebook, Pinterest and Google+.
3	Anyone sharing content on a relevant topic can add the hashtag label to their message. Others searching for that topic, can search for that label to find other messages on that same social media platform.
4	For example, during the horrific Boston Marathon bombings in the spring of 2013, several hashtags were used. They proved invaluable for providing and following up-to-the-minute news about the bombings. In fact, several big news stories in recent years have been amplified and added to with citizen reports and amateur video photographs.
5	Hashtags for such situations also provide a way for the public to effectively express their sentiment ï something many of us feel compelled to do in the case of a disaster. When it comes to natural disasters, a hashtag is like an information lifeline. We cling to it, to learn more about the event and provide an emotional outlet
6	Hashtags, however, are not limited to big news stories. Small business markerters have also cracked the code and figured out inventive ways to

	use hashtags. [Edited from an article by Luke Salkeldathttp://www.dailymail.co.uk]

5.1 Correct the grammatical error in paragraph 1. (1)

5.2 Identify and correct two spelling errors in the passage. (2)

5.3 Explain the use of the comma in paragraph 2. (1)

5.4 Provide an antonym for the word 'invaluable'. (1)

5.5 Is a hyphen or a dash used in paragraph 4? Give a reason for your answer. (2)

5.6 Correct the split infinitive in paragraph 5. (2)

5.7 Change the word 'inventive' in paragraph 7 into a noun. (1)

[10]

ANSWERS FOR ACTIVITIES

ACTIVITY 1: CARTOON

Refer to Text A.

1.1 The character is unaware that his grammar errors are injuring the character who is allergic to these errors (1).

1.2 . Any sentence that puts ñSteve and meò in the object position, e.g. Jane went to lunch with Steve and me. (1)

1.3 ñackò, ñcoughò and ñhackò emphasise his worsening condition (1) as he clutches his chest (1) and/or doubles over in pain (1).

1.4 You[ôre] coughing up blood! I didnôt know allerg[ies] could cause such a bad [e]ffect! (3)

1.5. [there] and [itôs] (2)

Refer to Text B.

1.6 Calvin looks condescending(1). He is pointing and his eyes are closed with his nose in the air (1).

1.7 His expression is one of bewilderment (1) as he is taken aback (1) by Calvinôs attitude. (2)

1.8 Calvinôs title is nonsense (1) designed to sound clever by using big words and reinforces his aim to appear academic by being confusing (1). (2)

[15]

ACTIVITY 2 : ADVERTISEMENTS

TEXT A

2.1 T ï Mobile. (2)

2.2 The use of the word óyourô personally involves the reader. It is advertiser speaking directly to the consumer and that creates a personal relationship. (2)

2.3 They are trying to get it into the readerôs mind that it is not really a difficult choice about which network to use. It sets it apart from the rest and the reader is forced to think that if it is a simple choice, then it must be the best out there. (3)

2.4 It is effective in the sense that it uses the trendy hashgtag and because of that people will take note of it.

OR

It is not effective. Not much is said about the product, and there are no facts to back up their claim. (3)

[10]

TEXT B

2.5. The word "hate" on the cellphone is a very strong, negative word ✔ ✔ "Stop!" indicates a strong effect to not continue ✔ which is further emphasised through the use of the exclamation mark ✔[anything acceptable] ***(4)***

2.6. They emphasise violence/brutality ✔ usually associated with physical bullying ✔ so it is trying to emphasise the hurtful effect cyberbullying can have ✔ ***(3)***

2.7. Own opinion ✔ ✔ ✔ [no marks awarded without substantiation] ***(3)***
[10]

ACTIVITY 3.1 – SUMMARY WRITING

SUMMARISING IN YOUR OWN WORDS

These seven points should be included in the summary.

1. Children most commonly experienced bullying and trolling while online.
2. Many children using social networking sites suffered a negative experience.
3. A large number of social network users are under the minimum age of 13.
4. Children should not feel they have to commit suicide because of bullying on social networking sites.
5. In future the focus will be on "trolling" and cyber-bullying and the impact they have on young children.
6. The main aim is to ensure young people have the confidence to speak out against this abuse.

ACTIVITY 3.2 – SUMMARY WRITING

TEXT B

Summary writing

Points to consider include the following:

- Market your business through holding a contest.
- Network with people using #FollowFriday.
- Use a hashtag to hold a Twitter chat.
- Attend a conference and connect with other attendees.
- Find and share business content using ógeneral topicô hashtags.
- Use hashtags for Awards nominations.
- Use hashtag.org for competitive intelligence. **[10]**

ACTIVITY 4.1 – COMPREHENSION

1.1.1 My reaction would be to think that the hashtag most probably has another function other than to be used for social texts. (2)

1.2 The use of the word ôfrenzyô shows us that it is something that almost everybody is using and talking about. (2)

1.3 The writer is trying to show that the use of the hashtag symbol in business is still confusing for most people. They are not used to using it in that way and as a result it leaves us with more questions than answers. (2)

1.4 Hashtag can help companies to gain exposure. People will sit up and take not of them

- They can also help to create a relationship between the organization and the community.
- Brands can get to know more about their target audience and in the process cater for their needs.
  (any 2 benefits) (4)

1.5 This phrase means to essentially give the brand the much needed exposure about their product. (2)

1.6 The writer is basically saying that not everything on the internet can be said to be important. Therefore he gives out a warning to companies that the internet cannot be entirely trusted because not everyone has good motives. (4)

1.7 It is a rather instructive tone. The writer leaves no room for discussion. This also shows how confident and sure he is about the facts that he is stating. (3)

1.8 Yes. Although he does acknowledge the fact that one needs to be cautious when using the internet, he believes that the benefits are huge. This is seen when he says that, ôthe benefits of using hashtags must be consideredé ô (3)

1.9 This could possibly reflect on the admiration that the writer has for the product, Hyundai. It is simple and straightforward so that the message is not distorted. (2)

1.10 The writer is chasing clarity in terms the advert being clear that Hyundai is being advertised. Sometimes when too many words are used, the product being advertised is usually hidden (2)

1.11 Yes, there are similarities. The writer says sarcasm must not be used and in Text B there is no sarcasm. He also states in Text A that your hashtag must be short and the hashtag used in text B is short. He goes on to mention that you must make use of capital letters and in Text B, the writer uses capital letter ôNôand ôHô (4)

[30]

ACTIVITY 4.2 – COMPREHENSION

1.1. People he didnôt even know from his high school ✔ were making rude/ mean comments about him ✔ **(2)**

1.2. It is difficult to define/explain [anything acceptable] ✔ ✔ **(2)**

1.3. He uses formal surveys ✔ **(1)**

1.4. B) the perpetrator is not limited to a specific time of day to attack. ✔ **(1)**

1.5. They know what hurts the person [anything acceptable] ✔ ✔ **(2)**

1.6. A target is something that is aimed at ✔ usually in sports, so it implies in some way that the person has been specifically chosen/picked ✔ ✔ [anything similar] **(3)**

1.7. Own opinion ✔ ✔ ✔ [no marks awarded without substantiation] **(3)**

1.8. Own opinion ✔ ✔ ✔ [no marks awarded without substantiation] **(3)**

1.9. To appear scientific and factual ✔ readers will react and find it believable ✔ **(2)**

1.10. To raise awareness ✔ and provide support for victims ✔ **(2)**

1.11. Own opinion ✔ ✔ [no marks awarded without substantiation] **(2)**

1.12. Own opinion ✔ ✔ [no marks awarded without substantiation] **(2)**

1.13. Paragraph 7 ï Victims know who the bully is and it is usually someone from their social circle ✔
The poster is about young people sending hurtful things about someone ✔

(like the girl in the picture) ✔ to all the people they know in their address book ✔ (which would probably be their social circle) ✔

[Any well-substantiated answer should be awarded the respective marks] **(5)**

[30]

ACTIVITY 5.1 – CONTEXTUAL EDITING

QUESTION 5: TEXTUAL EDITING

5.9.1. B) Compound ✔ ***(1)***

5.9.2. Contains two main clauses / Contains a co-ordinating conjunction (but) ✔ ***(1)***

5.10. Line 1 – Contraction/omission/shortening ✔ ***(1)***
Line 4 – Possession/ownership ✔ ***(1)***

*5.11. Sometimes they can even **pretends** (**pretend**) to be the victims ✔* ***(1)***

5.12. Compound noun ✔ ***(1)***

5.13. their – they're ✔ ***(1)***
websights – websites ✔ ***(1)***

5.14. Introduces a list ✔ ***(1)***

*5.15. 1 **of**(**in**) 3 kids ✔* ***(1)***

5.16. Name of a publication ✔ ***(1)***

5.17. Ridicule/tease/scorn/taunt/lampoon [anything acceptable in context] ✔ ***(1)***

[12]

ACTIVITY 5.2 – CONTEXTUAL EDITING

5.1 A hashtag **is** é . (1)

5.2 * relevent ï relevant

* markerters ï marketers (2)

5.3 it is introducing a list (1)

5.4 Worthless (1)

5.5 Hyphen. The hyphens are used to coil one word/ compound adjective. (2)

5.6 To effectively express should be to express effectively. (2)

5.6. Invention (1)

[10]