



education

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NORTH WEST PROVINCE**

PROVINCIAL ENGLISH FAL 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.

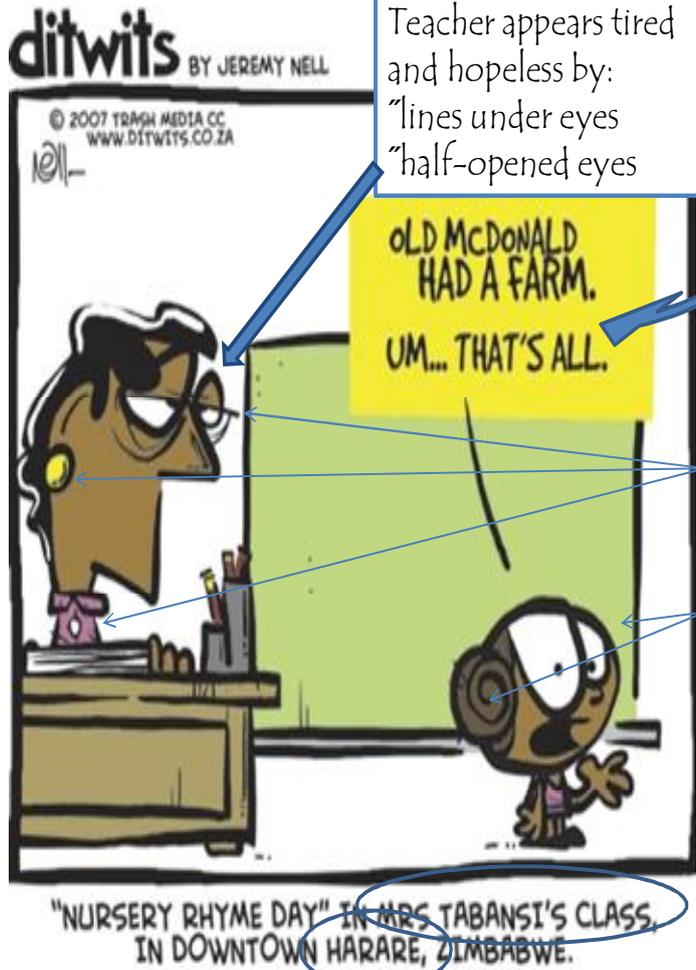
Actions: Look at facial expressions and symbols or lines used to portray movement/emotion.

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:



Teacher appears tired and hopeless by:
 "lines under eyes
 "half-opened eyes

Issue – Ground reformation process in Zimbabwe

Teacher is caricatured by her glasses and neat dress.

Learner's innocence is portrayed with wide open eyes and cute hairstyle.

Setting indicated by:
 "School desk & board
 "Caption refers to class & Harare

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

LOOK AT EXAMPLES BELOW

TEXT 1

Words in bold = loud

Jagged speech bubble, bold print and question/exclamation marks indicate shouting.

The asterisk indicates confusion or a thought process.

Smile = happy

Mom is hysterical: wide open eyes and mouth.

Blank expression emphasises confusion

Hands on head = despair!

TEXT 2

Emotions? Evidence?

Shows she has moved away

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

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



Stereotype

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

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

ACTIVITY1: CARTOONS

Study the cartoon and answer the questions based on it.



- 1.1 What is the cigarette a symbol of? (1)
- 1.2 Write down the Standard English word for %kids+. (1)
- 1.3 How many years are in a %decade+? (1)
- 1.4 Who or what does the man in the suit represent? (1)
- 1.5 Why are the words spoken by the man in the suit, ironic? (2)

TEXT B



1.6 Give one word to describe the expression on Calvin's face in the first three frames. (1)

1.7 How does Calvin's body language in the last frame affirm what he is saying? (3)

1.8. Explain Calvin's reasoning. (1)

3. ADVERTISEMENT

GOLDEN RULES FOR ANALYSING AN ADVERTISEMENT

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

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

2. Know the meaning of the following terms:

- “ 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: ~~B~~etty bakes the best buns in the world~~q~~).
- “ Sound devices: Words chosen for the effect of their sounds (for example, onomatopoeia and alliteration used together: ~~S~~hush, baby~~s~~ 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 reader's 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.



- 2.1 What is this bus advertising? (1)
- 2.2 What does the images on the bus suggest about the product? (3)

2.3 What is the name of the company that manufactures the product? (1)

2.4 Give one reason why you think this advertisement on the bus might be effective? (1)

Text B

Text only | Sitemap | Water | Sanitation | Hygiene

WaterAid UK site

Select site

Search

Home About us What we do Learn zone Get involved Donate Contact us

Check out new WaterAid lifesaving gifts, cards and clothing in our...

One stop SHOP for life

Stay informed
Receive regular email updates on our work
Your email
[Edit details](#)

Ways to give

- [SHOP for Life](#)
- [Regular giving](#)
- [Create your own JustGiving page](#)
- [Leave a legacy](#)
- [Payroll giving](#)
- [Wedding donations](#)
- [WaterAid credit card](#)
- [Give water give life](#)

UN's last chance
 New joint report reveals political neglect of sanitation and water is at the heart of MDG failures...

Life without loos
 Watch Brooke Kinsella in a new viral film showing what life without loos might be like for us...

Where we work
WaterAid works in 17 countries providing water, sanitation and hygiene education to some of the world's poorest people.


Latest news

- [Storming success for H&M's WaterAid bikini](#)
- [UN Secretary-General: 'water is life'](#)
- [Financial Times selects WaterAid for the FT 2008 Reader Seasonal Appeal](#)

» More news from WaterAid  RSS feed

Join a fundraising group!


Take action with WaterAid campaigns


Dance for water...


Find out more **Resources**

2.5. What is this web site advertising? (1)

2.6 What colour would you make this web site? Give a reason for your answer.(2)

2.7 What does WaterAid do? (1)

2.8 Explain why the website spells %SH₂OP+this way? (2)

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**SECTION B – SUMMARY**

Refer to the passage below. You have to tell your class briefly about Mind Power Courses. You can mention 7 facts that you picked up from the article
MIND POWER COURSES.

Write down the seven facts that you will use in point form. Number your facts 1-7. You may use only 70 words. Indicate the number of words you have used. Write down the heading of the summary.

The title of your talk would be: What I know about Mind Power Courses.

MIND POWER COURSES

Whose mind? What power? It's about learning how to use the powers of your mind in order to improve yourself . by losing weight, quitting smoking, being miserable . and turning yourself into a slim, healthy, rich, attractive and spiritually holistic winner.

The path to the mind power course is a busy one . clogged with other seekers and travellers. The world and his mother, it seems, are on a journey to a quick fix. And along the way some (unwise souls) would also like to unpack emotional baggage from the past.

The wise are weary of the mind power courses that they choose. After all, it's a free world and, as a certain Canadian mind power guru says, 'Anybody can hang a sign outside his door and *Bingo*, he's in business. It's a wild world out there and, like the Wild West, you get the good, the bad and the ugly. Seems he's one of the good. Why else on a Highveld winter's night, would nearly 2000 people cram into a massive hall on two consecutive nights, to hear him speak in a free introductory seminar?

What's the attraction of a slightly paunchy, middle-aged man to the hundreds who came to hear him talk? Perhaps it's the opportunity to tap into the 90 per cent of our minds that we're not using.

An Australian accountant-turned-psychologist evokes the same reaction on his Alpha Mind Power course when he tells that our minds can store as much information as the millions of volumes in the British Museum Library without any strain at all. It's the lure of using all those cells that attract such large numbers.

The point is you pay . big time! Anything from R2500 to R5780 for a course. Do you get your money's worth? That depends on whether you acquire skills or insight . and whether you practise the mind power exercises.

On the whole, a leading Clinical Psychologist believes that most courses stimulate awareness . the first step to change . and could pleasantly surprise the majority of people who want to develop some insight. However, there is also a downside. Even though the course are filling a need, they do rush the process

of developing the mind. Further, the learning is done in a group and where there have to be follow . up exercises.

[Total Section B: 10]

ACTIVITY 3.2 – Summary Writing

Your teacher has asked you to deliver a talk on %Smoking is bad for you+. Read the passage and write a list of SEVEN points that you can include in your talk.

INSTRUCTIONS

1. List SEVEN points in full sentences using a total of **approximately 70 words**.
2. Number your sentences from 1 to 7.
3. Write only ONE point per line.
4. Use your OWN words as far as possible.
5. Indicate the **total number of words** you have used in brackets at the end of your summary.

NOTE: Marks will be deducted if you ignore these instructions.

As far back as 1000 B.C., the Maya of Central America may have been the first people to smoke tobacco. Three thousand years later, the American Lung Association describes cigarette smoking as the No. 1 cause of preventable disease and death worldwide. Cigarette smoke contains over 4,000 chemicals, many of which contain poisons and can cause cancer. Within seconds, the poisonous toxins of inhaled cigarette smoke enter the blood stream. Carbon monoxide makes up the bulk of gas found in the smoke of a lit cigarette, the same poisonous gas found in automotive exhaust. Cigarette smoke begins to cause damage to every organ of your body immediately. Your body also becomes addicted to the nicotine in tobacco quickly. The addictive elements of nicotine cause the overwhelming majority of smokers to fail at repeated attempts to quit smoking cigarettes. One out of every two lifetime smokers will die from the effects of smoking.

Nicotine and carbon monoxide in cigarette smoke increase your blood pressure and heart rate and cause strain on your heart and blood vessels. Smoking increases your chance of having a stroke or heart attack dramatically as compared to the chances of a nonsmoker. Smoking makes you 10 times more likely to have lung cancer than someone who does not smoke. Smoking while pregnant can result in low birth weight babies and preterm deliveries and accounts for 10 percent of all infant deaths.

Newborns born to smoking mothers may suffer from narrowed airways and reduced lung function. And the cost of smoking adds up. Health-care costs associated with smoking-related illness go up with the rising cost of health care. Lost productivity in the workplace due to tobacco-related illness also adds to the social cost of smoking. In 2011, a pack of cigarettes costs R11, so a one-pack per day smoker will spend R4015 per year on cigarettes. Stop smoking and within 10 years the chances of having a heart attack will be the same as someone who never smoked. Your cancer risk drops to that of a non-smoker 15 years after you quit. Quitting smoking usually requires multiple attempts. The American Lung Association provides resources to help smokers find a way to kick the habit. About 8.6 million people in the U.S. have at least one serious illness caused by smoking, according to the American Lung Association. Smoking causes about 90 percent of lung cancer deaths and more than 80 percent of emphysema and chronic bronchitis deaths.

[Total Section B: 10]

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

Student Power

by Chris Rose

- 1 When most people think of strikes, they think of factory workers asking for better pay and conditions, or perhaps refusing to work to support a colleague who has been unfairly sacked.
- 2 It is not often that people associate strikes with school students. But in Italy, it is different. While in many countries it is absolutely unthinkable, in Italy it happens almost every year. Some people may remember the 'Paris spring' of 1968, when in the French capital university students and factory workers all went on strike in a crisis which almost made the French republic collapse, but for many this is a long time ago now. But in Italy, however, the tradition has remained. It seems that almost every autumn there is a reason to protest. Most of the protests are national, like the current opposition to the government's planned educational reforms, but there are also protests against things like local issues such as heating in the classes or treatment of individual students.
- 3 And what do students do to protest? All over the country they go on strike, they have demonstrations in the streets, they occupy their schools, they have lots of meetings and sometimes they try to run the schools themselves for a period, setting up their own lessons and courses.
- 4 Are all the students behind this? Well, it's difficult to say exactly. But what is certain, is that very few students object.
- 5 'I think it's important to show what we feel,' says one high school student, 'the new school reform will be very bad for state schools.'
- 6 Other students are more sceptical. 'I think it's great!' says one student, 'it means we get a few days off school.' Another student is openly cynical: 'All the people who are doing this... well, some of them are just troublemakers, others are people who are already planning to become politicians. They want to start their career now.' Others say that the strike leaders are being manipulated or used by groups from outside the schools.
- 7 Problems occurred recently when students from one school which was being occupied marched to another school which wasn't protesting. The strikers

stood outside the school and shouted and threw things at the windows. The non-striking students sat in their classrooms and did nothing, but their teachers went out and began to shout at the students from the striking school.

- 8 In Britain, and a lot of other countries, such action is unthinkable. Students are not allowed to go on strike, and if they did they would probably face severe disciplinary measures. The strange thing about this, however, is that despite the number of school hours lost to strikes, Italian students are certainly no less intelligent or knowledgeable than their European counterparts. Their national averages are the same as others, despite the fact that on average they spend up to 20% less time in the classroom . with strikes being only one of the many interruptions of the Italian school year.
- 9 Troublemakers or not, perhaps there is something to be learned from the Italian way of studying!

- 1.1 In your own words explain what a strike is. (par 1) (2)
- 1.2 Refer to paragraph 2. What does the phrase ~~absolutely~~ ~~unthinkable~~ mean? (2)
- 1.3 What is another word that you can associate with strikes? (par 3) (1)
- 1.4 Name two issues that Italian learners might strike about. (par 2) (2)
- 1.5 Quote a phrase of three words which tells you students try to manage schools by themselves. (par. 3) (1)
- 1.6 Refer to paragraph 3. In your own words, explain what is meant by ~~demonstrations~~? (2)
- 1.7 How do students view the strikes? State three different opinions.(par 6) (3)
- 1.8 In your own words, explain what it means if someone is ~~openly~~ ~~cynical~~? (par 6) (2)
- 1.9 In what way have students complicated strikes? (par 7) (2)
- 1.10 In your own opinion will it be a good idea for you to strike? Give two reasons for your answer. (3)

ACTIVITY 4.2– COMPREHENSION

Read the following passage and answer the questions that follow:

Some time during April a history research student from the University of the Witwatersrand, Eric Axelson, gave a lecture on his solution to a problem that had puzzled South African historians for many years.

The problem seemed simple: where, precisely, did Bartholomew Diaz . the first man to round the Cape . plant a *padrao*, the last of a series of stone crosses, before his mutinous crew compelled him to give up his attempt to reach India? All trace of it had disappeared.

Axelson's solution had been to re-examine the earliest accounts of his voyage, which stated specifically that the cross had been planted on an *ilha* which previous scholars had taken to mean an island, and so had been forced to look for the nearest island compatible with our evidence. They looked in vain. Axelson, however, discovered that *ilha* could mean headland; and there was a headland called KwaaiHoek five kilometres to the west of the Bushmen's River Mouth which seemed to tally entirely with the other evidence. Besides, between this headland, (consisting, in fact, of three rocky knolls with cliffs fronting the breakers) and the dark green coastal bush was a fine stretch of low white sand dunes, which would sink out of sight a few miles out to sea, leaving the headland to ride the sea's horizon like an island indeed.

So he went to search the site, where nothing was visible through the mat of dune scrub. The break-through came when, at low tide, he and his brother started exploring the rock pools at the base of the cliff. Here they found large cigar-shaped object obviously harder than the local stone which, rocked by the sea through four-and-a-half centuries, had cut a cradle for itself. Other fragments were found.

Analysis by Professor Edgar Mountain, our Professor of Geology, showed that the rock was a limestone unknown to Africa. Later it was established that it came from Portugal. Certain of the fragments were rectangular in shape; some showed clear signs of incised gothic lettering, but too worn to be decipherable.

Axelson's lecture and discovery were important to me because Diaz had already a vague symbolical significance for me. I had always found him an attractive figure, not merely because he was the first that ever burst into our silent sea but because of a certain tragic irony, if not grandeur, in his subsequent career. He was not given credit for doubling* the Cape; neglected, relegated to an insignificant command, he and his ship disappeared without trace in an Atlantic storm; so that it might indeed seem that the curse of Adamastor (that mythical Titan invented by Camoens) had fallen on the man who unlocked the African coastline and, in due course, much of the interior of the continent, to Europe.

(Guy Butler: *Bursting World*)

* *double*+. a nautical term meaning "to sail around a headland".

- 1.11 Who wrote this extract and what is the name of the book that it is from? (2)
- 1.12 What is a *padrao*? (1)
- 1.13 What did earlier students believe the meaning of *shlaqwas*? (1)
- 1.14 Say whether the following statement is TRUE or FALSE. Quote a phrase to substantiate your answer.
The headland looked like an island. (2)
- 1.15 What is the meaning of the expression *doubling the Cape*? (1)
- 1.16 Why did the writer use a hyphen in the word *re-examine* (par 3)? (1)
- 1.17 Find the word from the passage of **opposite meaning** for complicated (par. 2)? (1)
- 1.18 How many years are there in four-and-a-half centuries? (1)
- 1.19 How do you think would a *mutinous crew* behave? (2)
- 1.20 How did the career of Diaz end? (2)
- 1.21 How did people know that Diaz planted a cross somewhere? (1)

6. LANGUAGE AND EDITING SKILLS

PARTS OF SPEECH

part of speech	function or "job"	example words	example sentences
<u>Verb</u>	action or state	(to) be, have, do, like, work, sing, can, must	English Club is a web site. I like English Club.

part of speech	function or "job"	example words	example sentences
<u>Noun</u>	thing or person	pen, dog, work, music, town, London, teacher, John	This is my dog . He lives in my house . We live in London .
<u>Adjective</u>	describes a noun	good, big, red, well, interesting	My dogs are big . I like big dogs.
<u>Determiner</u>	limits or "determines" a noun	a/an, the, 2, some, many	I have two dogs and some rabbits.
<u>Adverb</u>	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.
<u>Pronoun</u>	replaces a noun	I, you, he, she, some	Tara is Indian. She is beautiful.
<u>Preposition</u>	links a noun to another word	to, at, after, on, but	We went to school on Monday.
<u>Conjunction</u>	joins clauses	and, but,	I like dogs and I like cats. I

part of speech	function or "job"	example words	example sentences
	or sentences or words	when	like cats and dogs. I like dogs but I don't like cats.
<u>Interjection</u>	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 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.

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 . 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.

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 *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.

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."

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: \pm 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: \pm 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: \pm becomes \pm or she; we becomes they; \pm 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~~ 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~~

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 (') 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~~ ~~will~~ becomes ~~it'll~~ ~~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.

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:

~ Two words need to be added:

(i) a form of the auxiliary verb do and

(ii) do 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 $\text{does not understand}$ (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

**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, 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.

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:

Youths learn from Uganda

Eight youth delegates/delecatates from the Amathole District Municipality (AMD) were warmly welcomed this week when they returned from Uganda. The delegates/delecatates were selected after the ADM signed an agreement with the Ugandan Central Divisional Council/Council because they are knowledgeable about Small, Medium and Micro Enterprise development. One of the delegates/delecatates said that they have a lot from Uganda learnt: amongst other things they had learnt how to welding and dough machines make and a cookersolar.

One delegate/delecate said: %was/were so impressed with how the solar cooker was made. It only uses aluminium foil to take in sunlight. Food cooked on it was ready within an hour. !+The ADM executive mayor told the youth that they had a responsibility to apply what they had learnt in their own small businesses because the young/youth are the drivers of the economic growth in the region.

- 5.1 Which word is the correct word to use in this passage:
delegate or delecate? (1)
- 5.2 There is one punctuation error in this passage. Write down the sentence with
the correct punctuation that should have been used. (2)
- 5.3 Which word is the correct word to use in this passage: young or youth? (1)
- 5.4 Which is the correct spelling: council or council? (1)
- 5.5 Look at the words: small, medium and micro. Which word indicates
the smallest volume? (1)
- 5.6 The word order of one of the sentences are muddled. Write down the
sentence with the correct word order. (4)
- 5.7 Take the statement %Youths learn from Uganda+and change it into a
question. (2)
- 5.8 Which word is the correct word to use in the passage: was or were? (1)
- 5.9 There are two misspelled or incorrectly used words in the passage that has
not been indicated. Find them and write down correct words. (2)
- [15]**

TEXT B - LANGUAGE AND EDITING SKILLS

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

1. Eat, eat and eat!
2. Nowadays, many teens is overweight and unfit.
3. Many surveys had found out that more and more young people suffer from obesity, damaging their health.
4. Therefore, stop eating too much!
5. That is not alone about your appearance, but also abut your health.
6. Lack of sport is a major problem causing teenagers overweight.
7. Without consumption of calorioes, they will accumlate in your body.
8. Then, you will get fatter and fatter.
9. Unfortunately, most young people love playing video games and computer rather than sport.
10. Of course, the intake of the diet canq be cancelled out.
11. Overweight body is resulted eventually.
12. Another reason is due to high content of calories in the diet.
13. Eat too much calories is harmful as they will deposit in our blood vessels.
14. This leads to fat bodies and then heart dieases.

- 5.10 Refer to line 7. Identify and correct one of the spelling errors in this line. (1)
- 5.11 Refer to line 3. Give the singular form of the word %surveys+. (Line 3) (1)
- 5.12 Refer to line 13. The word %eat+is used incorrectly. Give the correct form of %eat+that should have been used here. (1)
- 5.13 Refer to line 2. Identify and correct the concord error in the following clause: %many teens is overweight and unfit+ (1)
- 5.14 Give a synonym (word of similar meaning) for %overweight+(line 2) (1)
- 5.15 Identify the part of speech of the underlined word in the following sentence:
Line 4. Therefore, stop eating too much. (1)
- 5.16 Refer to line 10. Write the contraction (canq) in full (1)
- 5.17 Refer to line 11. This sentence is incorrect. Rewrite the sentence so that it makes sense. (1)
- 5.18 Refer to line 8. Write down the following forms of %fatter+
5.18.1 Ordinary positive
5.18.2 Superlative (2)

5.19 Write down the SVO (subject, verb and object) of the following sentence: Young people suffer from obesity. (3)

[13]

ANSWERS FOR ACTIVITIES

ACTIVITY 1: CARTOON

1.1 A gun (1)

1.2 Children (1)

1.3 10 (ten) (1)

1.4 Tobacco companies (1)

1.5 He wants to say that they are not responsible for killing children but they actually are. (2)

1.6 Strained, tense, pained, tortured. (1)

1.7 There must be a reference to both the text and the visual. He looks happy, satisfied. He has a smile on his face, which is in contrast to the pained expression, lines on his face from the previous frames. He is feeling his arm (muscles) (2 marks)
The text reinforces this satisfaction . he uses the word gratifying+which means pleased. (one mark) (3)

1.8 You should count the number of push ups you do according to how much effort you make, not how many you do. (1)

[11]

ACTIVITY 2 : ADVERTISEMENTS

2.1 Dog food/Tiernitos (1)

2.2 Dogs love it so much that when they see it they will chase after it. (3)

2.3 Heinz (1)

2.4It creates the impression that the dogs love the food. (1)

2.5 Water Aid/ water (1)

2.6 Blue . because it is the assumed colour of water . credit learner for answers on merit. (2)

2.7 It provides water sanitation and hygiene education. (1)

2.8 it is a shop that sells water, the H₂O is scientific symbol for water. (2)

[11]

ACTIVITY 3.1 – SUMMARY WRITING**What I know about Mind Power Courses**

1. You learn how to use the powers of your mind to improve yourself.
2. You have to be careful which mind power course you decide to choose in the end.
3. Your mind can store a huge amount of information.
4. You pay up to R5780 for a course.
6. A Clinical Psychologist believes these courses stimulate awareness.
7. A mind power course may also rush the process of developing the mind.

(10)

ACTIVITY 3.2 – SUMMARY WRITING

1. Three thousand years later, the American Lung Association describes cigarette smoking as the No. 1 cause of preventable disease and death worldwide.
2. Cigarette smoke contains over 4,000 chemicals, many of which contain poisons and can cause cancer.
3. Within seconds, the poisonous toxins of inhaled cigarette smoke enter the blood stream.
4. Carbon monoxide makes up the bulk of gas found in the smoke of a lit cigarette, the same poisonous gas found in automotive exhaust.
5. Cigarette smoke begins to cause damage to every organ of your body immediately.
6. Your body also becomes addicted to the nicotine in tobacco quickly.
7. The addictive elements of nicotine cause the overwhelming majority of smokers to fail at repeated attempts to quit smoking cigarettes.
8. One out of every two lifetime smokers will die from the effects of smoking.
9. Nicotine and carbon monoxide in cigarette smoke increase your blood pressure and heart rate and cause strain on your heart and blood vessels.
10. Smoking increases your chance of having a stroke or heart attack dramatically as compared to the chances of a nonsmoker.

[10]

ACTIVITY 4.1 – COMPREHENSION

- 1.1 OWN WORDS ✓ - a group's refusal to work in protest against low pay or bad work conditions ✓ (2)
- 1.2 ABSOLUTELY UNTHINKABLE: You don't think or expect something to happen at all. ✓✓ (2)
- 1.3 Protest/demonstrations ✓ (1)
- 1.4 Heating in classes ✓
Treatment of individual students (2)
OR National issues and Local issues
- 1.5 % in the school+ (1)
- 1.6 Demonstrations: Groups walk in streets shouting slogans, protesting together. ✓✓ (2)
- 1.7 They get a few days off ✓
It's done by troublemakers and people who want to become politicians ✓
Strike leaders are manipulated by groups outside the school ✓ (3)
- 1.8 OPENLY CYNICAL: You state in public ✓ that you are believing the worst of human nature and motives; having a sneering disbelief in e.g. selflessness of others ✓ **someone is not doing something for the right reasons** (2)
- 1.9 Striking students ✓ went to non-striking schools ✓ and threw objects at the windows of the classes. (2)
- 1.10 YES/NO TWO ✓✓ reasons why it will be a good idea to strike/NOT to strike (2)

ACTIVITY 4.2 – COMPREHENSION

- 1.11 Guy Butler . Bursting World (2)
- 1.12 A stone cross (1)
- 1.13 island (1)
- 1.14 True % leaving the headland to ride the sea's horizon like an island indeed+ (2)
- 1.15 to sail around a headland (1)
- 1.16 Two vowels follow on each other, it clears up confusion. (1)
- 1.17 simple (1)
- 1.18 45 years (1)
- 1.19 They would scream and shout and make demands. They would also refuse to work and riot and will not listen to any orders. (2)
- 1.20 He and his ship disappeared in an Atlantic storm. (2)

1.21 It was the last of a series of stone crosses, they knew the series had to be complete. (1)

ACTIVITY 5.1 – CONTEXTUAL EDITING

5.1 delegate (1)

5.2 One delegate said: %owas so impressed with how the solar cooker was made. I to only uses aluminium foil to take in sunlight Food cooked on it was ready within an hour!+ (2)

5.3 youth (1)

5.4 council (1)

5.5 micro (1)

5.6 One of the delegates said that they have a lot from Uganda learnt: amongst other things they had learnt how to make welding and dough machines and a solar cooker. (4)

5.7 Do youths from Uganda learn? (2)

5.8 was (1)

5.9 agreemant . agreement

Businesses . businesses (2)

ACTIVITY 5.2 – CONTEXTUAL EDITING

5.10 Calories
Accumulate ✓ (1)

5.11 survey✓ (1)

5.12 eating ✓ (1)

5.13 are ✓ (1)

5.14 obese/fat✓ (1)

5.15 verb✓ (1)

5.16 cannot ✓ (1)

5.17 Eventually it results in an overweight body ✓ (1)

5.18.1 fat✓ (1)

5.18.2 fattest✓ (1)

5.19 Young people subject ✓
Suffer verb ✓
From obesity object ✓ (3)