education

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PROVINCIAL

ENGLISH FAL

GRADE 11

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.

Frame 1 Frame 2 Frame 3

1.1 Refer to Frame 1 of the cartoon.
Where do the two men find themselves?

(1)

1.2 Describe the expression on the young manôs face by using ONE adjective.

(1)

1.3 Describe the expression on the older manôs face by using ONE adjective.

(1)

1.4 Refer to Frame 2 of the cartoon.
Complete the sentence below by choosing the correct answer from the list provided.
Write down only the question number and the letter corresponding to the correct
answer.

The tone of the older manôs tirade in FRAME 2 is é

A doubtful
B uncertain
C critical
D angry

(1)

1.5 What is the meaning of the expression: 24/7 in frame 2?

(1)

1.6 In frame 1 ñHow ya doin?òis informal English. Write the greeting in proper standard English.

(1)

TEXT B

Frame 1

1.7 How do you know the boy is more excited to play with the dog and the ball, than the dog?

(2)

Frame 2 and 3

1.8 Why does the boy throw the ball?

(1)

1.9 How does the dog feel about the boy throwing the ball?

(1)

Frame 4 and 5

1.10 Write down an example of onomatopoeia.

(1)

1.11 What do the words ñslobber, slobber, drool, dripò refer to?

(1)

Frame 6

1.12 What is the boy feeling when he says ñBleah!ò?

(2)

Frame 7

1.13 Why is the word ñthatò written in bold in frame 7?

(2)

[10]

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.
Å Target market: The type of people an advertisement wants to attract (for example, fashionable young people; wealthy business people).
Å Layout: The way the advertisement is set out on the page so that certain words and pictures attract attention.
Å 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).
Å 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 worldô).
Å 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.

2.1. What message is this advertisement trying to send?

(2)

2.2 Are the following words of the advertisement meant literally or figuratively: If you really want to touch someone, send them a letter.

(1)

2.3 What type of letter is portrayed by the image?

(1)

2.4 In the image the letter becomes a person. What figure of speech has those same qualities?

(1)

TEXT B

Text Box

ELIMINATE BAD BREATHE ---- **CLORETS**

2.5 What product is this advertisement advertising?

(1)

2.6 What is this product good for?

(1)

2.7 What does the image in this advertisement suggest?

(2)

/15/

TEXT C

2.8 What appeal does this advertisement make to the reader?

(2)

2.9 What is the figurative meaning of ñFitting into a grown-upôs shoesò?

(2)

2.10 Does the advertisement refer to the literal or figurative meaning of ñfitting into a grown-upôs shoesò?

(1)

2.11 What statement does the advertiser want to make about size?

(2)

2.12 Comment on the type of font that is being used.

(2)

2.13 What is the function of the Childrenôs Hospital Trust?

(1)

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

You have to design a pamphlet about safety around medicine. Use the article about ñFirst aid in the homeò and write down seven points of how you can be safe when you have medicine at home and small children.

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.

First aid in the home

Did you know that more accidents happen in the home than anywhere else? You never know when you may be called on in an emergency. But remember, knowing what not to do in an emergency is as important as knowing what to do, because a first aid measure applied incorrectly may lead to serious complications. Here are some important things to remember:

Question to pharmacist:

I have heard that accidental self-poisoning is a common reason for admitting children to hospital. What must I do in the event of accidental poisoning, and what steps can I take to prevent this from happening in my home?

Answer given by pharmacist:

Most homes contain household cleaning products such as bleach, insecticides and paint stripper that are highly poisonous to children. In addition there are medicines which can be dangerous if not taken according to the instructions, and especially if taken excessively.

If you ever find yourself in a situation where your child has swallowed a potentially harmful stubstance, you must do the following:

If the patient is conscious try to establish what he or she has swallowed. Do not induce vomiting, as this could be harmful. It is important that you do not wait to see if the substance is likely to have a negative effect on the patient. Instead, get the patient to a doctor or a poison centre as soon as possible.

If the patient is unconscious lay him/her on the stomach with one leg pulled up and the head to one side and telephone for an ambulance immediately. When the ambulance staff arrive, given them the bottle or container of the substance you suspect the patient has taken as this will assist in the treatment.

Here are a few valuable tips to make your home safer:

Store medicines in a locked cabinet, if possible. Otherwise make sure your children cannot get to them.

Always place the tops on containers and return them to their proper storage place after use.

Destroy old medication. You can take it to your pharmacist who will dispose of it for you.

Never store harmful substances such as paraffin, paints or solvents in cups, glasses, milk or cold-drink bottles.

Store medicines separately from other household products.

Never call medicine ñsweetsò Children should not be decieved by telling them that flavoured medicines are sweets to get them to take the medicine a doctor has prescribed. When left alone, they may find the bottle and eat or drink all its contents.

Do not take medicines in front of the children. They may wish to imitate you when they play ñdoctorò

Always remember to keep the telephone number of your nearest poison centre close to the phone. These centres are manned 24 hours a day and they employ trained staff who can give help and advice when you need it.

Adapted from an article supplied on behalf of a community pharmacy and published in PACE, March 1994

[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

COMPREHENSION

Read the following passage and answer the questions that follow:

ñHi Mumòï the sweetest words

1. Four year have passed, yet memory (which I curse at times) recreates the events of the fateful day. In our quiet house we prepared tea on a sunlit Saturday afternoon.
2. Shall we call him in? someone asked, but we did not. He was playing with friends and they were on their bikes. We had taken such extraordinary care of our children over the yearsé
3. Although our immediate neighbourhood is quiet, 50 metres away is one of the cityôs busiest roads. We were new to the noise and bustle of traffic after twenty years in the relative calm of Scotland, and were making adjustments.
4. Outside the house we heard agitated voices. Why did my wife, daughter and I rush out to the main road? To this day I do not know. On the road we saw a small knot of people, and ï a small crumpled body!
5. As if in slow motion, we pushed through them. It was our son! 13-year-old Neil. Dark red blood was pulsing from a wound at the top of his head. He was quivering and moaning softly. An agitated, middle-aged man ï the driver of the car, we discovered afterwards ï told me to move away. ñIt looks bad,òhe saidé
6. I bent and touched my sonôs leg gently. His jeans had just been washed. It was quite impossible to take it in.
7. The mercifully short journey to the hospital, with the siren wailing, felt unreal. My wife was in the ambulance next to the driver, I learned later.
8. The wait in the hospital seemed to last forever. A surgeon told us that he did not know whether our son would live or die ï it was a very severe head injury. My wife and I cried, unable to comfort each other. I telephoned our eldest son, in Scotland, asking him to come immediately.
9. After a brain scan, the surgeon decided to opereate. We agreed to allow the use of Neilôs organs for transplant purposes, should heé .
10. In intensive care we saw our young son; he was almost unrecognisable, as his head was grotesquely swollen. He was also on a life-support machineé

The long vigils began. For two weeks we were together at his bedside. We talked to him incessantly, held his hands, caressed him, played for him musice he loved: Bach, Vivaldi, the Who.

11. After an interminable number of days ï so it seemed ï his eyes opened. ñHi Mum,ò he said, and these will always be the sweetest words my wife and I have ever heard.

By Brian Crowther, adapted from *The Guardian*

QUESTIONS

1.1 The Crowhter family consisted ofé

A. Two people
B. Three people
C. Four people
D. Five people

(2)

1.2 This article is written in the style of é

A. a newspaper
B. a magazine
C. an encyclopaedia
D. a textbook

(2)

1.3 The voices of the people are described as óagitatedô(paragraph 4). This is because they were probablyé

A. angry
B. anxious
C. ashamed
D. vengeful

(2)

1.4 The drive to the hospital is described as ómercifully shortô(paragraph 7). Brian Crowther experienced many emotions and feelings. Which feeling did he *not* have at this state?

A. Relief
B. Anxiety
C. Hope
D. Joy

(2)

1.5 The parents were óunable to comfort each otherô(paragraph 8) because they é

A. were not particularly close.
B. were both overcome by emotion
C. tried to be as brave as possible
D. subconsiously blamed each other.

(2)

1.6 Which one of the following is a fact?

A. The mercifully short journey to the hospital was unreal. (Paragraph 7)
B. The wait in the hospital seemed to last forever. (Paragraph 8)
C. He was on a life-support machine. (Paragraph 10)
D. These will always be the sweetest words. (Paragraph 11).

(2)

1.7 Is the following statement TRUE or FALSE? The Crowthers were very protective parents. (QUOTE to prove your answer.)

(2)

1.8 Is the following statement TRUE or FALSE? The place where the Crowthers had previously lived was exceptionally quiet. (Quote to prove your answer.

(2)

1.9 Is the following statement TRUE or FALSE? Mrs Crowther sat next to the driver of the ambulance to direct him to the hospital.

(2)

1.10 What reason could the parents possibly have had for blaming themselves for the unfortunate accident in which their son was involved?

(2)

1.11 What does the idea ónew to the noise and bustle of trafficô(paragraph 3) indicate?

(2)

1.12 Write down a phrase from paragraph 4 consisting of NOT MORE than FOUR words that contains the main idea of paragraph 4.

(2)

1.13 Why do you think the author only ólearned laterô(paragraph 7) that his wife had sat next to the ambulance driver?

(2)

1.14 Two very significant matters received attention after the parents had heard the Neil might die. List these TWO.

(4)

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ACTIVITY 4.2– COMPREHENSION

Read the following passage and answer the questions that follow:

How could this have happened?

On 26 March 2016 a terrible incident in Chatsworth left 13 children dead and injured 54 others.

By three oôclock that afternoon The Throb nightclub was packed with children ï between 600 and 1000 were inside, some of them as young as 11. There were no windows in the nightclub, the existing ventilation was totally inadequate and bouncers guarded the entrance.

As the music thundered, a seething crowd of end-of term revellers were unaware of what was happening outside. A business opponent approached, carrying a teagas canister. As soon as he had thrown it into the packed club, chaos followed as all the youngsters battled to get outside. Bouncers were still blocking the only exit they could use. In the stampede some children were trampled underfoot, while the pressure of bodies caused an internal wall to collapse, crushing children to death and unjuring many others.

Policemen and emergency workers had to cope with anxious crowds that gathered outside the nightclub. Frantic parents arrived, fearing for the safety of their children. Some of the parents didnôt know where their children had gone for the afternoon. The police cordoned off the area, but found it difficult to keep them from rushing into the nightclub while emergency workers and injured children were still inside. The police, using loudspeakers, pleaded with the children who had survived, to go home so that their parents would know they were safe.
At the hospitals where the injured had been taken, hospital staff battled to maintain order as they had to console hysterical parents and at the same time do whatever was necessary for the injured, and badly injurded children.
Teachers from local schools were called in to assist the police at the Chatsworth police station mortuary to identify the bodies of the victims. Here, too, the police battled with parents who wanted to go and see whether their children were among the dead.

In the meantime, forensic staff was trying to establish where the gas canister had come from.The culprit was identified a few days later. He told the police he had only tried to discourage the children from going to the nightclub opposite his own. While the forensic staff was busy, structural engineers from the fire department were inspecting the building to establish why the wall had collapsed on the children. They found that the wallswere very weakly structured and were not secure. There were also no windows and no proper ventilation.

By that time the community was criticising the police, who were still battling to have all the bodies identified. Many frenzied parents still didnôt know whether their children had survived the disaster. It was only later that other members of the community started asking questions about the children and even their parenst: how was it possible that eleven-year-old children were allowed to go to, and get admittance, to a nightclub?

A news report

Questions

1.1 How many years ago did this tragedy occur? (1)

1.2 What was the name of the nightclub? (1)

1.3 Which word is used for a security guard who stands at a door of a venue and prevents undesirable persons from entering? (1)

1.4 Quote one word which states that the music was extremely loud. (1)

1.5 What was thrown into the packed nightclub that made everybody scatter? (1)

1.6 Quote one word that describes an uncontrolled headlong rush. (1)

1.7 What made one of the internal walls collapse? (1)

1.8 Which word is used to say that the parents were in a state where they were unable to control their emotions? (1)

1.9 Describe how the police tried to control the crowd on the outside. (2)

1.10 What is a mortuary? (1)

1.11 Why could parents be partially blamed for this situation? (1)

1.12 What contrast is there between the time everything took place and the fact that it took place at a nightclub? (2)

1.13 Give one reason why the children might have been in a mood to party? (1)

1.14 What motivated the culprit to throw the teargas cannister into the nightclub? (1)

1.15 If you were a policeman that arrived on this scene, what would be the first thing you would do? (2)

1.16 What would you have told parents if you were the senior police officer controlling the crowd outside the nightclub after the disaster? (2)

1.17 In your opinion, should 11 year olds have been allowed in the nightclub? Give a reason for your answer. (2)

1.18 Is it right that teachers were called in to identify the bodies of the dead children? Give a reason for your answer.

(2)

1.19 In your opinion, what could the nightclub have done to prevent an incident like this?

(2)

1.20 Do you agree that the business competitor over reacted? Give a reason for your answer.

(2)

1.21 Do you believe that the two nightclubs could have made a living on the same street?

(2)

[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.

part of speech	function or "job"	example words	example sentences
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.
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 ócconnectionôwith 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 ócto beôor, occasionally, the verb ócgotô(for example, ócI 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 ócquotesô 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: ó I 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 ó olderô

The pronouns and time words also change.

For example:

Direct speech: He said: ó I 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

ó thatô or ó whetherô 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: ôIôbecomes ôheôor ôsheô, ôweôbecomes ôtheyô, ôusô becomes ôthemô, ôourôbecomes 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, ódo notô becomes ódon'tô, ó I willô becomes ó'llô, ó it isô becomes ó'tsô). 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. óSam's bookô, ó the players' uniformsô). In this case the apostrophe is used before the ó's ô in the singular and after the ó's ô 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

Read the article below carefully and answer the questions that follow.

Latif backs Tillakaratne ‘match-fixing’ claims

1. KARACHI: Former Pakistan cricket captain Rashid Latif has backed Hashan Tillakaratne after the ex-Sri Lanka skipper came under fire for claiming that Sri Lanka have been involved in match-fixing for almost two decades.
2. Latif, who was a whistleblower in the match-fixing scandal involving Pakistan in the 90s, said on Sunday that Tillakaratne knows a lot about the world of match-fixing, adding that he is hoping that a lot of big names would be exposed when he would speak his heart out.
3. ñI know him personally, he told me about this (match-fixing) in the 1993-94 as well. Nobody knows the sub-continent players better then him and if he reveals the facts then a lot of former cricketers from India, Pakistan and Sri Lanka would be exposed,òsaid Latif.
4. ñAs far as I know Hashan would honour his commitment and it would be extremely damaging for some ex-players of the sub-continent, but everything will be settled down if a deal struck,òstressed Latif, a former Test wicketkeeper.
5. In an interview last week, Tillakaratne admitted that Sri Lanka had been fixing games since 1992.
   The left-handed batsman, who played 83 Tests and 200 one-dayers for Sri Lanka during his 15-year career, said he was prepared to back up his allegations by naming some of those involved.
6. ñMatch fixing is something which has been in this country over a period of time. This has spread like a cancer today,òTillakaratne was quoted as saying by Sri Lankaôs Daily Mirror newspaper.
7. ñAccording to my knowledge, it happened since 1992,òhe had said.

QUESTIONS:

5.1 Is the expression ñcame under fireò(par. 1) used literally or figuratively?

(1)

5.2 Use the word ñwhistleblowerò literally in a sentence of your own.

(1)

5.3 He told me, ñI know him personallyò. Write this sentence into indirect (reported) speech. Begin your answer with: He told me é

(2)

5.4 The left-handed batsman, who played 83 Tests and 200 one-dayers for Sri Lanka during his 15-year career, said he was prepared to back up his allegations by naming some of those involved.

Write the sentence above into direct speech. Begin your answer with ***Tillakaratne said***

(3)

5.5 Combine the following sentences into a single sentence, beginning with the given words:

I know him personally.
Nobody knows the sub-continent players better then him.
Begin with: Not only é

(2)

5.6 Replace the underlined word in the following sentence with a suitable synonym (word similar in meaning). Write only the question number and the answer.

Latif, who was a whistleblower in the match-fixing <u>scandal</u> involving Pakistan in the 90s, said on Sunday that Tillakaratne knows a lot about the world of match-fixing, adding that he is hoping that a lot of big names would be exposed when he would speak his heart out.

(1)

5.7 Refer to paragraph 2.
Complete the sentences below by choosing the correct answer from the list provided.
Write down only the question number and the letter corresponding to the correct answer.

The inverted commas in *"Match fixing is something which has been in this country over a period of time. This has spread like a cancer today,"* are used to indicate that the words are é

A being emphasised.
B in direct speech.
C in indirect speech.
D None of the above-mentioned.

(1)

5.8 Refer to paragraph 3.
The apostrophe in ñSri Lankaôs Daily Mirror newspaperò is used to show é

A possession.
B the plural form.
C contraction.
D None of the above-mentioned.

(1)

5.9 Complete the sentences below by choosing the correct prepositions from the list below. Write only the question numbers and the answers.

In	of	from	to	since

5.9.1 Tillakaratne was not lying é his captain.

(1)

5.9.2 Sri Lanka has been involved in match fixing é . 1992.

(1)

5.10 Find a word in paragraph 2 which means the same as: uncovered

(1)

/15/

TEXT B : VOCABULARY AND LANGUAGE SKILLS

Honesty Game

Two lawyers, Jon and Amanpreet, head out for their usual 9 holes of golf. Jon offers Amanpreet a $50 bet. Amanpreet agrees and they're off. They shoot a great game. After the 8th hole, Amanpreet is ahead by one stroke, but cuts his ball into the rough on the 9th.

"Help me find my ball. Look over there," he says to Jon. After a few minutes, neither has any luck. Since a lost ball carries a four point penalty, Amanpreet secretly pulls a ball from his pocket and tosses it to the ground. "I've found my ball!" he announces.

"After all of the years we've been partners and playing together," Jon says, "you'd cheat me out of a lousy 50 bucks?"

"What do you mean, cheat? I found my ball sitting right there!"

"And you're a liar, too!" Jon says. "I'll have you know I've been STANDING on your ball for the last five minutes!"

QUESTIONS

5.11 Write out the word ñthey'reò in full.

(1)

5.12 Write out what the following sign is used for $. (1)

5.13 Write down ONE word for the expression ñafter a few minutesò (1)

5.14 Find a synonym for ñmoneyò from the passage. (1)

5.15 What does the word ñroughò refer to in this passage? (1)

/5/

ANSWERS FOR ACTIVITIES

ACTIVITY 1: CARTOON

1.1 Lift/elevator (1)

1.2 friendly/happy/joyful/cheerful/excited (1)

1.3 angry/grumpy/frustrated/furious/stressed/irritated/mad (1)

1.4 **D** angry (1)

1.5 All hours of the day/always/all the time/permanently (1)

1.6 How do you do? How are you? (1)

TEXT B

1.7 The dog sighs when the boy shows him the ball and the dogôs eyes are closed. (2)

1.8 He wants the dog to go and fetch it. (1)

1.9 He seems to wait patiently (1)

1.10 Slobber slobber (1)

1.11 The dog drools over the ball. (1)

1.12 He is disgusted by the drool (2)

1.13 He wants to stress the word THAT, indicates it is said louder. (2)

[16]

ACTIVITY 2 : ADVERTISEMENTS

2.1 You will touch somebodyôs life literally and figuratively if you sent them a letter. Letters will keep you in touch with people.✓✓ (2)

2.2 figuratively (1)

2.3 Caring, love letter/informal letter (1)

.2.4 personification (1)

TEXT B

2.5 clorets (1)

2.6 a bad breath (1)

2.7 The personôs breath smells like fish✓✓ (2)

2.8 You must help them to give sick children the medical care they need by donating money. (2)

2.9You become like the grown-up (2)

2.9 Literal (1)

2.10 The children need special, smaller instruments than adults. (2)

2.11 It reminds you of childrenôs hadwriting and therefore suits the advertisement. (2)

2.12 Itôs the official fundraising arm of the hospital. (1)

[19]

ACTIVITY 3 – SUMMARY WRITING

POINTS

1 Store medicine in a locked cabinet
2 Always place tops on containers and return them to their proper storage place after use.
3 Destroy old medication.
4 Never store harmful substances as paraffin, paints or solvents in cups, glasses, milk or cold drink bottles.
5 Store medicines separate from other household products.
6 Never call medicines sweet.
7 Do not take medicines in front of children

(10)

ACTIVITY 4.1 – COMPREHENSION

1.1 D five people✓✓

1.2 B a magazine✓✓

1.3 B anxious✓✓

1.4 D Joy✓✓

1.5 B were both overcome by emotion✓✓

1.6 C He was on a life-support machine✓✓

1.7 True óWE had takené extraordinary care of our children.ô✓✓

1.8 True óAfter twenty years of relative calm.ô✓✓

1.9 False. She did sit next to the driver in the ambulance, but the passage does not say that she directed the driver to the hospital. ✓✓

1.10 In paragraph 2, the parents were thinking of calling their son into the house, but they did not do this. It was then that the accident happened. When you blame yourself, you think of things you could have done to prevent bad things. ✓✓

1.11 The phrase ónew to the noise and bustle of trafficôindicates that the boy was not used to traffic, and therefore did not realise how dangerous it could be. ✓✓

1.12 óa small crumpled bodyô✓✓

1.13 Because he was suffering from shock OR because all he could think about was his child OR he was with his child in the back of the ambulance and did not know what was happening elsewhere OR any other words that mean something similar. ✓✓

1.14 The father telephoned their eldest son in Scotland✓✓

The parents agreed to donate the sonôs organs. ✓✓

[30]

ACTIVITY 4.2 – COMPREHENSION

1.1 11 years ago (1)

1.2 The Throb (1)
1.3 Bouncer (1)
1.4 Thundered (1)
1.5 Teagas cannister (teargas cannister) (1)
1.6 Stampede (1)
1.7 The pressure of the bodies (1)
1.8 Frantic (1)
1.9 The police cordoned off the area.
They used loudspeakers to plead with children and parents to go wait at home.
1.10 A place where you take dead bodies. (1)
1.11 They allowed 11-year-old children to go to the club. (1)

1.12 You expect a nightclub to operate at night and not at 15:00 in the afternoon . (2)
1.13 It was the end-of-term. (1)
1.14 He was a business opponent and he thought this would make the children come to his nightclub. (1)
1.15 Prevent people from outside to just enter the nightclub.
Find out if there ôs more danger and keep the area safe (2)
1.16 Please stay calm. Rescuers are finding survivors. Survivors are being taken to Chatsworth hospital. Go home and phone the following number for information. (2)
1.17 No. They are too young. (2)
1.18 Yes/No. If the police don ôt know who the body is, they can ôt call relatives to identify the bodies. Teachers would cope better than children.
1.19 Better control at the door. Better exit areas. (2)
1.20 Yes. He acted like an animal. (2)
1.21 Yes. There seem to be enough children to visit both. (2)
[30]

ACTIVITY 5. – CONTEXTUAL EDITING

5.1 figuratively (1)

5.2 The whistleblower blew his whistle loudly (literal meaning) (1)

5.3 He told me he✓ knew✓ him personally (2)

5.4 Tillakaratne said: ✓ ñ✓I✓ was prepared to back up his allegations by naming some of those involved. (3)

5.5 Not only do I know him personally but nobody knows the sub-continent players better than him. ✓✓ (2)

5.6 disgrace, shame, humiliation, dishonour,/embarrassment/saga/disaster/mess/catastrophe (1)

5.7 B ï in direct speech (1)

5.8 A ï possession (1)

5.9.1 to (1)

5.9.2 since (1)

5.10 exposed (1)

5.11 they are (1)

5.12 dollars (1)

5.13 later (1)

5.14 bucks (1)

5.15 thick growing grass (1)