education

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North West Education Department
NORTH WEST PROVINCE

PROVINCIAL

ENGLISH FAL

GRADE 12

TERM 1

REVISION MATERIAL

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1.INSTRUCTION WORDS

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

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

2. VISUAL LITERACY

CARTOONS

Notes

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

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

They often highlight a current social or political issue.

Analysing Cartoons

WHEN STUDYING CARTOONS LOOK AT:

Characters: Are they stereotypes or caricatures?

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

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

Punctuation: Used to portray emotions.

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

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

GOLDEN RULES FOR ANALYSING A CARTOON

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

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

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

LOOK AT EXAMPLES BELOW

TEXT 1

TEXT 2

Commenting on Cartoons

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

Caricature

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

Stereotype

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

To answer questions on cartoons, you need to:

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

ACTIVITY1: CARTOONS

Study the cartoon and answer the questions based on it.

TEXT A

FRAME 1 **FRAME 2** **FRAME 3** **FRAME 4**

http://comicskingdom.com/curtis#

Refer to FRAME 1:

1.1 What is the main problem in the cartoon? (1)

1.2 In which two ways are the manôs sense of desperation depicted? Use the words and the illustration. (2)

Refer to FRAME 2:

1.3 How do we get confirmation that the man is willing to give Curtis the chance to assist? (2)

1.4 Do you think there any truth and substance in the successCurtis is referring to? YES/NO? Give a reason for your answer. (2)

Refer to FRAME 4:

1.5 What does the word ócravingôrefer to? (1)

1.6 Comment on the manôs behaviour in relation to the information Curtis has provided. (2)

[10]

TEXT B

NOTE: In this cartoon, the man is Andy and the woman is his wife, Flo.

Refer to frame 1.
Choose the correct answer to complete the following sentence. Write down ONLY the question number (4.1) and the letter (Aï D).

1.7 Andy calls his wife 'Pet' because ...

A it is his nickname for her.
B he treats her like a pet.
C she behaves like a pet.
D it is her real name.
(1)

1.8 How do you know Andy is returning from a sporting event ? (1)

1.9 Refer to frame 2.
(a) Describe Flo's facial expression. (1)

(b) Why does she have such an expression? (1)

1.10 (a) Why does Andy think he was 'brilliant'? (1)
(b) Is Andy behaving brilliantly in this frame? Give a reason for your answer. (1)

Refer to frame 3.
1.11 What do Andy's words suggest about his feelings? Give a reason for your answer. (2)

1.12 Consider the cartoon as a whole.
Is Flo's behaviour acceptable? Discuss your view, mentioning TWO points. (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: óBetty 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: óShush, babyôs sleeping).

3. To answer questions on advertisements, you need to:

Å Understand what the words in the advertisement mean; and understand what is shown in the advertisement drawings or pictures;
Å Pay attention to how the words and the pictures work together to persuade the reader to buy a product or do what the advertisement suggests (for example, a road safety advertisement may ask that drivers drive slowly);

- Understand how the layout of the advertisement and the use of fonts attracts the readerôs attention;
- Pay attention to how punctuation has been used; and Notice the use of figures of speech

ACTIVITY 2: ADVERTISEMENTS

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

TEXT A

SOUL MAGAZINE/ APRIL2007

2.1 ™ stands for Trademark. What purpose does a trademark serve in advertising? (2)

2.2 How is the clock used so that it complements the message of the headline? (2)

2.3 Name the product that is promoted in the ad (1)

2.4 What is the slogan? (1)

2.5 Is the following statement TRUE/FALSE?

Teavigo prevents the danger and harm of toxins in the body.

QUOTE six consecutive words to support your answer. (2)

2.6 Teavigo comes from:

A: calcium

B: delicious supplements

C: green tea

D: satchets (2)

[10]

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

TEXT B

[Source: *PNP freshliving*, April 2016]

The text B reads:

After 30 km your bodyôs carb supplies are generally depleted, 59km to go é REHYDRATE, REPLENISH, REFUEL.

Itôs what you put in.
Official sports drink of the Comrades Marathon. #ITSWHYYOURUN

2.7 In terms of the product being an energy drink, explain why the advert makes reference to ñkilometresò and the Comrades Marathon. (2)

2.8 Refer to the phrase, ñRehydrate, replenish, refuelò in the written text.

Discuss what this phrase means and how it is intended to influence the reader. (3)

2.9 Comment on the advertiserôs technique in using the catch-phrase, ñItôs what you put in.ò

Refer to both the catch-phrase and the type of product. (2)

2.10 In your view, is the image effective in promoting the product advertised? Substantiate your response. (3)

[10]

4. SUMMARY WRITING

GOLDEN RULES FOR WRITING A SUMMARY

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

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

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

You can do this paragraph by paragraph.

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

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

- Use your own words, rather than the author's words. This is important because if you quoted verbatim what the author has written, you'll lose marks.
- Your summary should be written in point form.
- Number your sentences from 1-7.

- Write only ONE point per sentence.
- Always indicate the number of words at the end of your summary.

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

ACTIVITY 3.1: SUMMARY WRITING

You are preparing a speech on **why school uniform is still important**.

Read the passage (TEXT C) below and write down the SEVEN main points you will include in your speech.

INSTRUCTIONS

1. List SEVEN points in full sentences, using NO MORE THAN 70 words.

2. Number your sentences from 1 to 7.

3. Write only ONE point per sentence.

4. Indicate the total number of words you have used in brackets at the end ofyour summary.

TEXT 1

ARE SCHOOL UNIFORMS STILL RELEVANT?

In the 1980s, public schools were often compared unfavorably to Catholic schools. Noting the perceived benefit that uniforms conferred upon Catholic schools, some public schools decided to adopt a school uniform policy.

Former President of USA, Clinton provided momentum to the school uniform movement when he said, "If it means teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear school uniforms."

There is the perception that school uniform not only sugar-coats the issue of violence in schools; but also contravenes the learnersô freedom of expression. Still the argument is strong that it discourages formation of gangs and instils discipline.

It is possibly true that the uniform policy may not be easy to enforce but it is worth the effort in assisting learners to survive peer pressure. Intruders in the school can also be easily identified as they will look different.

Some may feel that uniform makes students easy targets from bullies from other schools. But it also has the ability to narrow the gap between the rich and poor. When learners are dressed identically; that enhances their sense of belonging.

If learners are allowed to wear clothes that suggest high price tags that has the potential to alienate those who are from the lower ladder of society. Children may get scared of coming to school because they canôt show-off. School uniform can put paid to this and improve attendance.

ADAPTED FROM: http://www.greatschools.org/find-a-school/defining-your-ideal/121-school-uniforms.gs

[Total Section B: 10]

ACTIVITY 3.2: SUMMARY WRITING

Read the article below, entitled, SAFETY FIRST: SAVINGS LIVES ON OUR ROADS. Use the information in the text to present 7 ways in which drivers can promote safety on the road.

INSTRUCTIONS:

List SEVEN points in full sentences using NO MORE than 70 words.

- Number your sentences 1 to 7.
- Write only ONE point per sentence.
- Indicate the total number of words you have used in brackets at the end of the summary.

TEXT B

South Africaôs road accidents, are amongst the highest in the world. So, what is your duty as a driver?

Texting and driving is deadly! If youôre travelling at 88km/h, you are driving further than the length of a football field keeping your eyes off the road! If you must text, pull over to a safe spot. The golden rule is not to text and drive. While on the road you will inevitably want to move from one lane to another. Simply indicate and in this way, you will let your fellow driver know where you are going and when.
Unlike your skin, tyres should not be smooth. You are encouraged to check your tyre tread regularly. Your car could be going off the road quicker than you think with those uneven treads. Not all drivers are careful on the road and there is bound to be someone on the road who will anger you. Breathe deeply when that taxi cuts in front of you! You could end up being in an accident if you remain angry at that driver. An angry driver, is a reckless driver.

A moving car is like a moving missile. If you want to make sure you and your fellow road user is safe, make a firm commitment not to get behind the wheel if you are tired or sleep as you need to give driving your full attention. As you drive along the roads you will find a board telling you, óspeed killsô Yes, itôs trueé Stick to your speed limit by slowing down when you are required to do so. All cars come with a service record. Make sure your keep to your service intervals to protect your family from a sudden breakdown, with oncoming traffic behind you. Safety first!
[Adapted from Destiny Magazine

[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:

With African fashion in vogue, home talent shines

1. When Michelle Obama and Beyonce Knowles attended high-profile events in clothesmade by African designers, it was a sure sign that the continent's vibrant style has arrived on the world stage.The showcasing of clothes from home-grown African designers in stores in New York, London and Tokyo is a sign of a broader change of attitude towards a continent which is earning a brighter reputation beyond stories of war and disease.

2. It has proven difficult for Africa's home grown designers to break into the mainstream fashion market because the perception has often been that products from the world's poorest continent are of low quality or ójust not coolô Global fashion designers like Yves Saint Laurent took inspiration from Africa decades ago and more recently brands like Burberry, Louis Vuitton and Christian Dior have embraced the continent's style and broadened its appeal.

3. But consumers now want products made by Africans, not replicas produced by Western clothing chains, according to Bethlehem TilahunAlemu, who owns Ethiopian shoe company:*soleRebels*.The latter owns dozen stores fromSingapore to Greece. ñThe global consumer today is hyper-aware. They want authentic and innovative ideas delivered from the authors of those ideas," Bethlehem said."We have always had incredible design and production talent here, but it was invisible. That is changing."

4. In 2010, the first annual New York African Fashion Week gave home-grown designers the chance to showcase their work on the world stage.Global celebrities have endorsed African designers including Nigerian label Maki-Oh, Ghana's Osei-Duro and South Africa-based retailer Kisua.com. Nigerian lawyer-turned-designer DuroOlowu has become a well-known name in fashion circlesand has a collection at U.S. department store J.C. Penney and his own boutiquestore in central London.

5. "It was a good thing to see international designers putting African fashion on the map," said Ghanaian entrepreneur Samuel Mensah, who quit his job as a fund manager to launch online clothes retailer Kisua.com."Now we're starting to see Africa taking ownership of its own cultural assets. African designers are being noticed. They are stocked in international stores."

6. While attitudes abroad have changed the industry is also trying to meet latent demand for quality fashion among the largely growing black middle-class athome. ñThe change has been brought about by global developments, bothin the economyand communication," said Roger Gerardscreative director at 35 Vlisco,one of theworld's biggest producers of African fabric."People see other countries and other cultures more easily than 20years ago because of social media," Gerards added.

7. Sub-Saharan Africa is the second fastest growing economic region in the world behind Asia and has a rapidly growing middle-class who have more access to world trends as mobile phones and the Internet reach tens of millions more people every year. 40

8. The industry is prioritising middle-class consumers who value traditional manufacturing methods and local materials because it cannot compete with cheap mass-produced imports.The lack of investment in infrastructure and a failure of African governments to agree to favorable trade agreements with each other have seen imports continue to rise. 45

9. China has grown its share of Africa's clothing imports from 16 percent in 2001 to 55 percent in 2013, while intra-African trade has remained flat at around 10 percent of imports, according to International Trade Centre data.Even companies that are showcasing African talent often have to rely on resources outside the continent. 50Vlisco is based in the Netherlands, while Kisua.com only gets half of its materials from within Africa.

10. "It is easier for me to serve a client in New York or London than in Lagos or Nairobi," said Mensah, who struggles with reliable warehousing and postal services in Africa.

ADAPTED FROM: http://www.reuters.com/article/2015/02/06/us-africa-fashion- idUSKBN0LA1LS20150206

NOTE:

ÅAll questions must be answered in your own words, unless you are asked for aquotation.
ÅFor one-word answers, write only the question number and the word.

1.1 Refer to paragraph 1

1.1.1 What indications are there that African clothing products are getting attention from the high class? Mention two things. (2)

1.1.2 Which continent is the writer referring to in paragraph 1? (1)

1.2 Refer to paragraph 2

1.2.1 What makes it difficult for African clothing products to be easily embraced in other parts of the world? (2)

1.2.2 Why are inverted commas used on line 9? (1)

1.2.3 Is the following statement TRUE or FALSE? Provide a reason for your answer.
According to the article International designers have used African designs purely for selfish reasons. Use your own words. (2)

1.3 Refer to paragraph 3

1.3.1 What is changing, according to Bethlehem

A: The quality of African products.
B: The fact that the world can now see that African products are valuable.
C: The attitude of the world towards African products.
D: African products are becoming more reasonably priced. (2)

1.4 Refer to paragraph 4

1.4.1 Quote one word which means that the New York African Fashion Week started in
2010 and has been held every year since then. (1)

1.4.2 Besides being a designer what is DuroOlowuôs other profession? (1)

1.5 Refer to paragraph 5

1.5.1 Do you think the strategy used by Mensah of Kisua.com of marketing his clothing products online is absolutely reliable? YES or NO. Provide a reason for your
answer. (2)

1.5.2 Quote six (6) consecutive words to support the following statement:

African clothing products are for sale in shops globally. (2)

1.6 Refer to paragraph 6

1.6.1 Who are the people in South Africa who are starting to show interest in costly fashion and,besides development in communication, why is this interest starting to show so late? (2)

1.6.2 In which way has development in communication helped to grow interest in what the clothing industry has to offer? (2)

1.7 Refer to paragraph 7

Explain the phrase: ñcheap mass-produced importsò .(2)

1.8 Refer to paragraph 8 and 9

Why has trade with overseas companies grown by far as compared to trade between African states? (2)

TEXT B

http://www.sundayworld.co.za/talk/2014/04/06/cartoons-by-bethuel-mangena#49

1.9. Describe the make of the vehicle that the artist has used and say why it is relevant in
this situation? (2)

1.10 What is the purpose of displaying ó/OL29%ôon the side of the vehicle? (2)

1.11 Describe the kind of feeling each of the two characters display. (2)

TOTAL SECTION: 30

ACTIVITY 4.2– COMPREHENSION

Read the following passage and answer the questions that follow:

THE CLASSIC AMERICAN SNEAKER

1. Converse is an American shoe company which has been making canvas and rubber-soled shoes since the early 20th century. In 2007, Converse started producing a wide range of occupational safety shoes that resemble their regular athletic shoes.

2. In 1908, Marquis M. Converse, in his late 30s, opened the Converse Rubber Shoe Company in Massachusetts and began providing rubber-soled footwear for men, women, and children. By 1910 the company was producing 4 000 pairs of shoes daily.

3. The company's main turning point came in 1917 when the Converse All Star basketball shoe was introduced. This was a real innovation, considering that, at the time, the sport was only 25 years old. Converse tried to capture the basketball market, but the shoe was not particularly popular. Then in 1921, a basketball player named Charles H. ñChuckò Taylor adopted them as his preferred sports shoes. After a few changes the shoe got its current name with Chuck Taylorôs signature on its ankle patch. Converse offered him a job ï as a salesman and an ambassador to promote the shoes around the United States. He tirelessly continued this work until shortly before his death in 1969.

4. Converse steamed ahead through the 1920s and 1930s as the nationôs interest in basketball surged. Converse and basketball became synonymous as the Converse Chuck Taylor All Star became the standard basketball shoes for professional, college, and high school teams across the country. When America entered World War II in 1941, Converse shifted production to manufacturing military boots, parkas, rubber protective suits, and ponchos for pilots and troops.

5. Also referred to as ñConsò, ñConniesò, ñChuckersò, ñChucksò, ñChuckie Tôsò, for decades the Chuck Taylor All Star basketball shoe only came in black or white. Under pressure from basketball teams it was decided in 1966 to add coloured and patterned shoelaces. Different materials started to appear, such as leather, suede, vinyl, denim and hemp.

6. In 1986, Converse released ñThe Weaponò basketball shoe, manufactured in colour schemes to match the colours of basketball teams. The unique aspect of this shoe was the leather construction throughout, including the inside heel, which was also heavily padded for comfort.

7. Converse lost much of its apparent near-monopoly from the 1970s onward, with the surge of new competitors such as Nike, Adidas and Reebok, who introduced radical new designs to the market.

8. In January 2001 the company subsequently changed hands. Manufacturing for the American market moved to a number of Asian countries, including China, Indonesia and Vietnam. Finally, on July 9, 2003, the company was taken over by its rival, Nike.

9. Since then, the design has had a few alterations. The fabric is no longer 2-ply cotton canvas but 1-ply ñtextileò. It is also fashionable to sometimes lace the Converse in a variety of ways - such as putting mismatching laces. No wonder Converse is considered very ñcoolò by most youths. Sixty percent of all Americans own or have owned at least one pair of Converse sneakers. Some are so enthusiastic about the sneakers that they have a vast, ever-growing collection. According to *The Guinness Book of World Records*, Joshua Mueller has the largest collection of ñChucksò (1546 pairs).

[Adapted from http://chucksconnection.com/history1.html]

TEXT B

TEXT BOX

LIMOUSINES FOR YOUR FEET.

Converse All Stars. The original canvas high tops and oxfords in eighteen fun and flashy colours and prints for people who want to go places in style.

Questions

1.1. In which country is Converse based?
Write down only the correct LETTER next to the corresponding question number.

A USA

B China

C Vietnam

D Indonesia

(1)

1.2 This text is likely to have been taken from é
(Write down only the correct LETTER next to the corresponding question number.)

A Chuck Taylorôs diary.

B a dictionary.

C a fashion magazine.

D a Maths textbook.

(1)

1.3 Refer to the title of the article ñThe Classic American Sneakerò (2)
What does the word ñclassicò tell you about this sneaker?

1.4. State whether the following are TRUE or FALSE. Give a reason for your answer using your own words as far as possible.

1.4.1 Converse started making shoes in 2007. (2)

1.4.2 The popularity of basketball helped to increase the sales of Converse shoes. (2)

1.5 How did Chuck Taylor help to make Converse so popular? (2)

1.6 Refer to paragraph 4.

1.6.1 Identify the figure of speech in ñConverse steamed ahead ...ò (1)

1.6.2 Why did Converse stop manufacturing sports shoes during World War II? (2)

1.7 Refer to paragraph 6. (2)
Why do you think ñThe Weaponò basketball shoe is padded for comfort?

1.8 Refer to paragraph 7. (2)
In your own words explain why things become so difficult for Converse in the 1970s.

Refer to paragraph 8.

1.9.1 ñ.. the company subsequently changed hands.ò (2)
Explain what ñchanged handsò means.

1.9.2 What TWO things followed as a result? (2)

1.10 Give TWO facts the writer mentions to show how popular Converse sneakers still are. (2)

1.11 Explain the meaning of the following words/phrases as they are used in the passage:

1.11.1 turning point (paragraph 3) (1)

1.11.2 surged (paragraph 4) (1)

TEXT B

1.12. Refer to TEXT B

Discuss the effectiveness of the word ñLIMOUSINEò to the consumer in text B. (2)

1.13. Look at both text A and TEXT B, and discuss one similarity that both these text appeal to? (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**.

part of speech	function or "job"	example words	example sentences
Adjective	describes a noun	good, big, red, well, interesting	My dogs are **big**. I like **big** dogs.
Determiner	limits or "determines" a noun	a/an, the, 2, some, many	I have **two** dogs and **some** rabbits.
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats **quickly**. When he is **very** hungry, he eats **really** quickly.
Pronoun	replaces a noun	I, you, he, she, some	Tara is Indian. **She** is beautiful.
Preposition	links a noun to another word	to, at, after, on, but	We went **to** school **on** Monday.
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs **and** I like cats. I like cats **and** dogs. I like dogs **but** I don't like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	**Ouch**! That hurts! **Hi**! How are you? **Well**, I don't know.

6.2. CONCORD

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

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

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

ÅThe policeman (noun) arrested the robbers.

ÅHe (pronoun) arrested the robbers.

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

6.3. ACTIVE AND PASSIVE VOICE

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

1. Underline the verb in the sentence.

2. Divide the sentence into a Subject ï Verb ï Object.

3. Begin the new sentence with the object.

4. The verb in the passive voice consists of the past participle form with some form of the verb ódo beô or, occasionally, the verb ógetô (for example, ó I was stung by a beeô)

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

ÅPresent continuous tense

Active voice: The striker is scoring a goal.

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

ÅPerfect tense

Active voice: The striker has scored a goal.

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

ÅSimple future tense

Active voice: The striker will score a goal.

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

6.4. DIRECT AND INDIRECT SPEECH

Direct speech refers to the actual words spoken or written by someone.

When someone else uses these exact words, that person óquotesô them.

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

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

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

 Direct speech:

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

 Indirect/Reported speech:

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

Rules for changing direct speech to indirect (reported) speech

1. In sentences that start with a present tense verb, only the pronouns change.

For example:

Direct speech: He says: óI 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 ólderô

The pronouns and time words also change.

For example:

Direct speech: He said: óI 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

óthatô or ówhetherô For example:

Sibongile asked whether I would be going to the party.

3. The tenses óbackshiftô (go back in time) as follows:

- The simple present tense changes to the simple past tense.

For example, go /goes becomes went; walk/walks becomes walked.

- The past simple tense changes to the past perfect tense. For example,

Went becomes had gone; walked becomes had walked.

- The present perfect tense changes to the past perfect tense.

For example, has gone becomes had gone; has walked becomes had walked.

- The present continuous tense changes to the past continuous tense.

For example, am walking becomes was walking.

4. Some pronouns change: ôIô becomes ôheô or ôsheô, ôweô becomes ôtheyô, ôusô becomes ôthemô, ôourô becomes ôtheirô

5. In direct speech, punctuation marks are used to show tone of voice or expression.

These are not used in reported speech.

In reported speech, tone and expression are sometimes shown through the use of words.

For example:

Direct speech: ôWeôve won the competition!ô the boys shouted.

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

6. Time words change. For example:

- ônowô becomes ôthenô

- ôtodayô becomes ôthat dayô

- ôtomorrowô becomes ôthe next dayô

- ôlast week/month/yearô becomes ôthe week/month/year beforeô

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

7. The words ôthisô and ôthatô change to ôtheseô and ôtheseô

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 notôbecomes ódonôt; ó I willôbecomes ó'llô; ó it isôbecomes 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. óSamôs bookô; óthe playersô uniformsô). In this case the apostrophe is used before the ósô in the singular and after the ósô 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, óunderstandsôbecomes ódoes not understandô (simple present tense); ófailedôbecomes ódid not failô(simple past tense).

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

ÅIn the present tense, the third person singular form of the auxiliary verb ódoôis 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.
NOTE:

 For one-word answers, write only the question number and the word.
 For multiple-choice questions, write only the question number and the letter (A ï D) of the correct answer.

Read the following passage, which contains some deliberate errors, and answer the set questions.
TEXT A

Imagine this scenario: you are browsing through the images from London, New York, Johannesburg or Paris Fashion Week and, of course, thereôs a lot ñto die fourò A week later, you browses through the trend reports on different websites and blogs and you can hardly wait to have some of those items in your closet. Now, what if it was possible to have those items ready for you on the rails at your favourite local retailer within six by eight weeks?

This is the world of fast fashion and South African National Fashion Council chief executiveAnita Stanbury, believes these kind of quick response to trend data, can be just what the local clothing and textiles industries need for the amelioration of the entire value chain and job creation, at default.

ñWe have to see fashion as catalytic,òshe says, distinguishing between what constitutes fashion and basic clothing items. ñWe are talking about fashionable items that are driven by market demand. We need to understand what is trending, whether that be on the red carpets, the runway or social media.ò

ADAPTED from http://mg.co.za/article/2015-03-11-south-africa-has-a-bold-new-vision-for-the-fashion-industry

NOTE: For one-word answers, write only the question number and the word.

5.1.1 Correct the SINGLE error in each of the following sentences.
Write down only the question number and the answer.

a) Johannesburg or Paris Fashion Week and, of course, thereôs a lot ñto die fourò (1)

b) A week later, you browses through the trend reports é (1)

(c) Anita Stanbury, who believes these kind of quick response to trend data é (1)

(d) We are talking about fashionable items that is drive by market demand é (1)

5.1.2 Replace the underlined word with the correct one:

(a) é ready for you on the rails at your favourite local retailer within six <u>by</u> eight weeks? (1)

(b) é what the local clothing and textiles industries need for the amelioration of the entire value chain and job creation, <u>at</u> default. (1)

5.1.3 Change the following sentence into a tag question by filling in only the blanks:

You can hardly wait to have some of those items in your closet, _____ (1)

5.1.4Rewrite the following sentence in the negative:

Anita monitors responses to fashion trends. (2)

5.1.5 Give the part of speech of the underlined word in the following sentence:

Anita is a <u>creative</u> executive who shows commitment to her work. (1)

Choose the correct answer. Write down only the question number (5.1.6) and

the letter (A ï D).

A: Noun

B: Verb

C: Adverb

D: Adjective(1)

5.1.6 Rewrite the following sentence in the Indirect Speech:

Anita said, ñWe need to understand what is trending.ò

Start with:

Anita said that é (2)

5.1.7She thinks fashion is a ((a) catalytic) that ((b) distinguishing) between what is basic and what is fashionable. (2)

5.2 Study the picture (TEXT G) below and answer the questions.

5.2.1 Rewrite the following sentence in the Passive Voice:

The Boss was repeating the same ideas.

Start with:

The same ideas _____ (2)

5.2.2Rewrite the following sentence in the Singular Form:

Itôs our job to look at them in a fresh light. (2)

5.2.3 Use a prefix to form antonyms (words opposite in meaning) of the words in brackets:

(a) It is (respectful) to interrupt a presentation. (1)

(b) People like the Boss (represent) good leaders. (1)

[20]

ACTIVITY 2
Read the article below carefully and answer the questions that follow.
NOTE:

 For one-word answers, write only the question number and the word.
 For multiple-choice questions, write only the question number and the letter (A ï D) of the correct answer.

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

TEXT A

HOW TO READ BODY LANGUAGE

1. Body language make up 50 to 100% of a conversation, whether we mean it to or not. Since people do not always say what they mean, Robert Phipps, body language expert on a TV show, tells you how to interpret this non-verbal clues.

2. Eye contact is one of the most important aspects of body language. Most of us are comfortable with a few second's eye contact, but anything longer can seem aggressive or intense. Equally, if you are talking to a friend who looks away a lot, assume he is bored.

3. If someone is on the same wavelength as you, he will often adopt the same posture as you. So if people start too copy you, it means they are open to your ideas. Most people cross their arms if they are feeling defensive or negative. So, even if someone says he agrees with you and he still crosses his arms, he really does not agree.

4. If you are training someone, it is usefull to know how his mind works. If a person's eyes move up and to the left while you are talking to him, he processes information visually. Yesterday, Robert Phipps said, "Mary, your eyes are the windows to your soul."

5. When a person is lying he tends to become generally less expressive with his hands, but makes a lot of shrugging and hand-to-face movements.

[Adapted from *Reader's Digest,* March 2014]

Correct the SINGLE error in each of the following sentences:
5.1.1 Body language make up 50 to 100% of a conversation. (1)

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

5.1.3 Most of us are comfortable with a few second's eye contact. (1)

5.1.4 If people start too copy you, it means they are open to your ideas. (1)

5.1.5 If you are training someone, it is usefull to know how his mind works. (1)
5.2 Rewrite the underlined abbreviation in the following sentence in full.
Robert Phipps is a body language expert on a TV show. (1)

5.3 Choose the correct answer from the ones given below.
If two people are on the same wavelength it means they ...
A disagree with each other.

B hate each other's ideas.

C share the same ideas

D always agree. (1)

5.4 Change the following sentence into a tag question by filling in only the blanks:
Most people cross their arms if they are feeling defensive, ...? (2)

5.5 Rewrite the following sentence in the negative:
Robert understands body language very well. (2)

5.6 Rewrite the following sentence in reported speech:
Yesterday, Robert Phipps said, ñMary, your eyes are the windows to your soul.ò (3)

5.7 Rewrite the following sentence in the passive voice, starting with the given words:
Robert is training someone every week.
Start with: Someone ... (2)
(15)

TEXT B

5.8Write down the antonym for the underlined word in the sentence.
People usually react <u>positively</u> when they hear catchphrases. (1)

5.9 Give the correct form of the word in brackets.
If you are going through difficulties, you do not have the (able) to help yourself. (1)

5.10 Complete the following idiomatic expression by filling in the missing word.
When motivational speakers write their words, they are absolutely convinced that the (é) is mightier than the sword. (1)

5.11 Choose the correct answer from the brackets.
Using words are the (better/best) way to motivate others. (1)

5.12 Choose the correct answer to complete the following sentence.

Write down ONLY the question number (5.2.5) and the letter (A-D) of the correct answer.
To motivate a person means to é
A: stimulate their interest
B: find out what they like
C: be interested in them
D: discourage who they are. (1)
(5)
(20)

ANSWERS FOR ACTIVITIES

ACTIVITY 1: CARTOON

Refer to FRAME 1:

1.1 Smoking (1)

1.2 **WORDS**: Emphasises the fact that he canôt break smokingôs grip. (ã)

ILLUSTRATION: Out-stretched hands and the palms showing the hold smoking has on him. (ã) (CREDIT ANY WELL SUBSTANTIATED ANSWER). (2)

1.3 He stands behind him and concentrates (Words to that effect) (2)

1.4 YES: If one couples the use of medicine with positive thinking that one can

see desired results (quitting the habit). (ãã)

OR

NO: This is just a marketing strategy; The Co is making claims just to attract consumers. (ãã) (CREDIT ANY WELL SUBSTANTIATED ANSWER).
(2)

1.5 A burning desire to have/get something (especially where dependence is involved) (1)

1.6 He is despondent. He gives up because he canôt stand the thought of having to replace an addiction with another.

[10]

TEXT B

1.7 A/it is his nickname for her. ã (1)

1.8 He is carrying a ball/wearing sports attire/refers to a match. ã (1)

1.9 (a) She looks angry/upset/furious. ã (1)

(b) Andy dirties the floor that Flo had just mopped.ã (1)

1.10 (a) He scored two goals. ã (1)

(b) No, he is messing all over the floor.ã (1)

1.11 He feels hurt/upset/disappointed/sad.ã

AND

He expected to be praised, but instead he was punished.ã

OR

He really did not think that his wife would be angry.ã

OR

His actions were not intentional.ã

NOTE: Award ONE mark for the feeling and ONE mark for the reason. (2)

1.12 Open-ended. Accept a suitable response, e.g.

Yes. He deserves the treatment he gets, because he is selfish. She has been working hard and he does not consider her hard work.ãã

OR

No. She is being abusive. Nobody deserves to be treated so disrespectfully.ãã

NOTE: The above are merely examples. (2)

[10]

ACTIVITY 2 : ADVERTISEMENTS

TEXT A

2.1 ™ /Trademarkdifferentiates between goods of different manufacturers. (2)

2.2 It shows how people can have **time/space** for the three main/important things (work, home and play) during the day. (Words to that effect) (2)

2.3 VIT-T-Go (1)

2.4 Push Lifeõs Limits (1)

2.5 FALSE:(ã) limits damage caused by free radicals.õ(ã) (2)

2.6 C: green tea (2)

[10]

TEXT B

2.7 It is an energy drink✓that provides you with energy to run faster and further.✓ **(2)**

2.8 By continuously drinking Energade ✓ (the ñreòprefix indicates this)✓your body will be given a boost so you can do more and do it better✓ **(3)**

[Award full marks only if reference is made to both catch-phrase and the prefix, as well as the connection between them.]

2.9 The advertiser is emphasising how by**drinking**Energade,✓you will be able to put more **effort/energy** into to the physical tasks at hand✓

[Award full marks only if reference is made to both catch-phrase and the type of product, as well as the connection between them.] **(2)**

2.10 Yes, the man looks like he has been running hard✓and needs more energy.✓ So by drinking Energade, he will be able to run more/faster.✓

OR

No, if the product was so great ✓ then the man should be able to run with ease ✓and run even further ✓

[Credit cogent alternative/mixed responses.]

[Award 2 marks for a well-developed point and 1 mark for the second point.]
[Award full marks only if reference is made to both image and words.] **(3)**

[10]

ACTIVITY 3 – SUMMARY WRITING

The following points form the answer to the question:

	QUOTATIONS	**FACTS (NOTE: Candidates may phrase the facts differently.)**
1	it discourages formation of gangs	Learners will desist from forming gangs.
2	é instils discipline.	Uniform encourages discipline.
3	Intruders in the school can also be easily identified as they will look different.	Intruders will stand outin their different clothes.
4	é narrow the gap between the rich and poor **/** When learners are dressed identically; that enhances their sense of belonging.	Uniform make learners to see each other as equals rather than as being in different categories of the haves and have-nots.
5	é assisting learners to survive peer pressure.	It will make learners to survive the pressure which comes with seeing others dressed in

		expensive clothes.
6	put paid é to alienation	It will stop the feeling of being estranged by learners who are from poor families.
7	é improve attendance.	It makes attendance to be better in school.

The Summary should be marked as follows:

Å**Mark allocation:**
- 7 marks for 7 points (1 mark per main point)
- 3 marks for language
- Total marks: 10

Å**Distribution of language marks when candidate has not quoted verbatim:**
- 1ï 3 points correct: award 1 mark
- 4ï 5 points correct: award 2 marks
- 6ï 7 points correct: award 3 marks

Å**Distribution of Language marks when candidate has quoted verbatim:**

- 6ï 7 quotes: award no language mark
- 1ï 5 quotes: award 1 language mark

(10)

TEXT B

QUOTE	PARAPHRASE
1. The golden rule is not to text and drive.	Do not text and drive
2. ‘on the road you will inevitably want to move from one lane to another. Simply indicate	If you want to change lanes indicate so the drivers behind you are aware.
3. ‘You are encouraged to check your tyre tread regularly.	Always check your tyres that they are not smooth
4. ‘You could end up being in an accident if you remain angry at that driver.	Drive in a calm state and avoid road rage
5. ‘make a firm commitment not to get behind the wheel if you are tired or sleep	Do not drive when you are tired and sleepy
6. ‘Stick to your speed limit by slowing down when you are required to do so.	Maintain your speed limit
7. ‘Make sure your keep to your service intervals to protect your family from a sudden breakdown	Always keep your car serviced

Marking the summary

The summary should be marked as follows:

 Mark allocation:

o 7 marks for 7 points (1 mark per point)\

o 3 marks for language

o Total marks: 10

 Distribution of language marks when candidate has not quoted verbatim:

o 1 ï 3 points correct: award 1 mark

o 4 ï 5 points correct: award 2 marks

o 6 ï 7 points correct: award 3 marks

 Distribution of language marks when candidate has quoted verbatim:

o 6 ï 7 quotes: award no language mark

o 1 ï 5 quotes: award 1 language mark

NOTE:

 Word count:

o Markers are required to verify the number of words used.

o Do not deduct any marks if candidate fails to indicate the number of words used, or if the number of words used is indicated correctly.

o If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

ACTIVITY 4.1 – COMPREHENSION

NOTE:

ÅAll questions must be answered in your own words, unless you are asked for aquotation.

ÅFor one-word answers, write only the question number and the word.

Refer to paragraph 1

1.1. People of status/ Celebrities like Michelle Obama and Beyonce attended functions showcasing African clothes, (ã)
AND.
African clothing was marketed or displayed in global shops like in New York. (ã) (2)

1.1.2 Africa. (1)

1.2.1 People (globally) think African clothes are of poor quality/ not cool (2)

1.2.2 It shows that the writer has borrowed /quoted the words of people who are saying this. (1)

1.2.3 FALSE: (ã)

Itôs been a win-win case because they have also promoted the profile of African clothes. (NB: Accept a well substantiated answer. The idea of ôbroadened appealô must be captured) (ã) (2)

1.3 C: The attitude of the world towards African products. (2)

1.4

1.4.1 ôannuallyô (1)

1.4.2 He is a lawyer (1)

1.5

1.5.1 YES: Using the internet to market his clothing products make them more accessible
expansively.(ãã)

OR

NO: The internet is exclusively for a select few and therefore a lot of people may not becomeaware of his business. (ãã)

NB: CREDIT WELL SUBSTANTIATED ANSWER/S (2)

1.5.2 ñThey are stocked in international stores." (2)

1.6

1.6.1 The (black) middle class. (ã)
After Freedom in 1994 more and more black people started to get rich (grew economically) and can now afford fashionable and expensive clothing products.(ã)

NB: CREDIT A WELL SUBSTANTIATED ANSWER.(2)

1.6.2 Communication (internet, etc.) broadens the reach of marketing and makes more people aware of products. (2)

1.7 Lots of goods (ã) of no value bought from other countries (ã) (2)

1.8 African states fail to reach reasonable business agreements between each other. (2)

1.9. The vehicle is designed like a liquor bottle (ã) because the problem highlighted in the

picture is that of Drink-and-Driving (ã). (2)

1.10 It shows the alcohol content that the man has consumed. (WORDS TO THAT EFFECT) (2)

1.11 The girl/child hands are stretched out to show that she is pleading (ã)

The manõs round big eyes suggest a sense of not being in control as a result of being drunk/ His nervousness (big eyes/ open mouth suggests that he is not in a position to control the car. (ã)

NB: CREDIT A WELL SUBSTANTIATED ANSWER/S. (2)

[30]

ACTIVITY 4.2 – COMPREHENSION

1.1 A (U.S.A.) ✓ (1)

1.2 C (a fashion magazine) ✓ (1)

1.3 They are admired by many people, and have a value that has continued for a long time. (2)

1.4

1.4.1 False. Converse started making shoes in 1908. ✓✓ (2)

1.4.2 True. As America became more interested in basketball so sales of Converse shoes increased. ✓✓ (2)

1.5 Chuck Taylor was a basketball player who was appointed as a salesman and ambassador to promote the shoes. ✓✓ (2)

1.6

1.6.1 metaphor ✓ (1)

1.6.2 Converse stopped manufacturing sports shoes and instead made items which would assist the war effort, like military boots, parkas, rubber protective suits etc.✓✓ (2)

1.7 Basketball is a sport which involves running/jumping and the players would need support for their ankles and padding for their feet. ✓✓ (2)

1.8 Other companies (like Nike, Adidas and Reebok) also started producing sports footwear and their designs soon became more popular. ✓✓ (2)

1.9

1.9.1 Converse was sold to new owners/to be sold or passed from owner to owner/pass from one owner to another/to be sold by one company and bought by another. ✓✓ (2)

1.9.2 Manufacturing for the American market moved to a number of Asian countries. ✓ In 2003 Nike took over/bought the company. ✓ (2)

1.10 60% of Americans own or have owned at least 1 pair. ✓ People collect the shoes. ✓ They are versatile in terms of colours/design/style etc. ✓ Accept any two facts for two marks. (2)

1.11

1.11.1 The time when an important change starts, especially one that improves the situation ✓ (1)

1.11.2 To suddenly increase ✓ (1)

1.12.ã A LIMOUSINEis a luxury car that offers comfort and elegance, it makes you standout and makes you look important.ã The word ñLIMOUSINEòcreates the effect of comfort and luxury in terms of the shoeã, it is a one of a kind.ã

Credit marks for valid responses (3)

1.13 That ALL STARS are fashionable, makes you look COOL and standout.ãã (2)

[30]

ACTIVITY 5. – CONTEXTUAL EDITING

5.1.1 (a) for. (1)

(b) browse (1)

(c) this (1)

(d) are driven (BOTH WORDS MUST BE CORRECT) (1)

5.1.2 (a) to (1)
(b) by. (1)

5.1.3 canõt you? (1)
5.1.4 Anita does not (ã) monitor (ã) responses to fashion trends. (2)

5.1.5 D: Adjective (1)

5.1.6 Anita said thatthat they needed (ã)to understand what was (ã) trending. (2)

5.1.7 (a) catalyst (ã)

(b) distinguishes/distinguished (ã) (2)

5.2

5.2.1 The same ideas were being (ã) repeated (ã) by the Boss. (2)

5.2.2Itôsmy/his/her (ã) job to look at it(ã) in a fresh light. (2)

5.2.3 (a) disrespectful (1)

(b) misrepresent. (1)

[20]

Question 5 – Contextual editing

Activity 2

TEXT A

5.1

5.1.1 makes ã (1)

5.1.2 those/theseã (1)

5.1.3 seconds'ã (1)

5.1.4 to ã (1)

5.1.5 useful ã (1)

5.2 television ã (1)

5.3 C/share the same ideasã

NOTE:

Accept EITHER the letter OR the answer written out in full. (1)

5.4 Most people cross their arms if they are feeling defensive, don't they? ãã (2)

5.5 Robert does notã understand body language very well. ã (2)

5.6 The other day Robert Phipps told Mary that her eyes were the windows to her soul.
OR
The day before Robert Phipps told Mary that her eyes were the windows to her soul
OR
The previous day Robert Phipps told Mary that her eyes were the windows to her soul.
NOTE: Award ½ mark for each underlined change. 6 x ½ (3)

5.7 Someone is being trainedã by Robert every week. ã
Someone is being trainedã every week by Robert.ã (2)

TEXT B
5.8 **negative**√ (1)

5.9 ability √ (1)

5.10 penã (1)

5.11 best ã (1)

5.12 A (stimulate their interest ã (1)
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