



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko

NORTH WEST PROVINCE

LANGUAGES EXAMINATION

REVISION GUIDELINE

2020

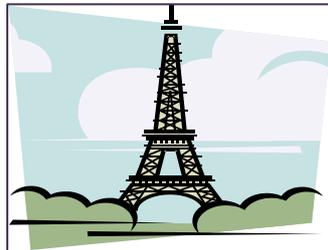
Mathews



GRADE 12



EASY TO SCORE MARKS



ENGLISH

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How to use this GUIDELINE

This guideline will help you to prepare for the three exams in EFAL:

Paper 1: Language in Context;

Paper 2: Literature;

Paper 3: Writing.

- This guideline focuses on the skills and knowledge you will need to prepare for:

Paper 1: Language in context

SECTION A: Question 1 - Comprehension

- Comprehension skills
- Answering techniques
- Practice activity

SECTION B: Question 2 - Summary

- Summarising skills
- Practice activities

SECTION C: Language structures and conventions

Question 3 - Advertisement

- Notes on advertising techniques
- Practice activities on how to analyse an advertisement

Question 4 – Cartoons

- Notes on how to analyse cartoons
- Practice activities
- Test yourself activities

Question 5 - Editing and language in context

- Practice activities with tips

Paper 2: Literature

This document provides an outline of the Literature paper. Titles for novels, drama, short stories and poetry have been included:

- **NOTE:** USE existing Mind the Gap Study Guides (MTG) for Literature.
- You need to choose any TWO works you have studied at school.

Paper 3: Creative Writing Examination

SECTION A: Question 1 - Essay writing

- Steps to follow when responding to essay questions in the exam: planning, drafting, proof reading, etc.
- Examples of a good introduction.
- Hints on choosing a topic.
- Examples of well-written and poorly written essays.

SECTION B: Question 2 - Longer transactional text

- Notes on how to write a friendly letter and a formal letter.
- Hints for writing longer transactional texts.

SECTION C: Question 3 - Shorter transactional text

- Hints for writing a shorter transactional text

Use the links provided to access MTG study guides and previous examination papers.

ENGLISH PAPER 1

In the English FAL Examinations, Paper 1 – Language in Context – counts 80 of the final 250 marks. This is the paper that will test your reading, understanding and language skills.

The question paper consists of three sections:

Section A – Comprehension; [30]

Section B – Summary; [10]

Section C – Language structures and conventions. [40]

SECTION A - COMPREHENSION

Comprehension is the interpretation and understanding of spoken, written and visual texts. Comprehension skills are not needed only for exam purposes - they are life skills that need to be developed.

Guidelines to assist you in reading for meaning: (Do this step by step)

1. Read through the passage quickly:

- Get an outline or a general idea of what the passage is about.
- Try to picture what you are reading. This helps you to focus and read for meaning.

2. Take note:

- The title may offer a clue to the contents and purpose of the passage.

The author may help you to identify the time, style and (often) the subject.

The introduction often creates the atmosphere and provides the setting for what is to follow.

- The conclusion usually ties up the intention of the author.

3. You should ask yourself these questions:

- Who - is the writer? Who are the characters?
- What - is the main idea of the passage?
- Where - does it take place? (Setting)
- When - does it take place? (Setting – time, date, era)
- Why - has this passage been written? What is the writer’s intention?
- How - does the writer express himself? What language devices are used?

4. **Read through the comprehension questions.**

When you do this, keep the passage in mind. This will give you clues that lead to the answers in the passage. Read the questions before reading the passage.

5. **Read the passage again.**

This time you should be aware of what has been asked. Highlight the main idea in each paragraph – each paragraph presents a new idea.

The first sentence is often the key sentence.

Words and ideas that were at first confusing or difficult may now become clearer in context.

The more familiar you are with the passage, the easier it should become to interpret and understand what you are reading.

Practical Advice

- Each question usually contains a question word – underline this. For example, words like explain, list, discuss.
- Each question usually contains a key word or key idea – circle this.
- Try to remember if you read this key word or idea near the beginning, middle or end of the passage.
- Put your eyes into ‘search mode’ and look down the middle of the paragraph to find the sentence containing the key word or key idea.
- Read the whole sentence in order to get a complete meaning of the word/idea or the context in which the word/idea is used.
- Do not copy directly from the text, unless you are instructed to do so, but refer to it in order to avoid careless factual or spelling mistakes. (This applies particularly to names, places, dates or other relevant information.)
- If you are asked to supply a synonym or an antonym:

Replace it with the same part of speech, e.g. a noun with a noun, an adverb with an adverb.

Take the word that you have chosen back to the passage. Replace the original word with the synonym you have chosen and check if it is appropriate.

Answering Techniques:

It is important to interpret and follow the instructions exactly as they are given:

- Does the answer need a full sentence, a word or a phrase?
- Avoid starting sentences with conjunctions such as because, and, but and so.
- The mark allocation is usually a suggestion of the number of points that you must provide.
- Your numbering must correspond to the numbering of the questions – if the number is 1.1.1 you must not number your answer 1 or A.
- If you are asked to describe in three sentences what the character looks like, and you give four or more, only the first three will be marked. Any fact beyond three will be ignored, even if it is correct. Therefore, do not write two or four sentences.
- Do not give one word answers if you are asked for a sentence.
- Each answer must be written on a new line.
- When quoting from the text, enclose the quote in “inverted commas”.
- When asked to describe the tone of any text, use one adjective, e.g. angry, happy. (Refer to the list of tone words at Skill 5 below.)
- Edit your work to check that you have answered correctly. (Spelling and language errors result in an unnecessary loss of marks.)
- Write clearly and neatly to avoid possible discrepancies.

Five skills that will improve your reading skills:

1. Finding the main idea.
2. Making inferences.
3. Understanding vocabulary in context.
4. Determining the writer’s purpose.
5. Determining the tone used by the writer.

SKILL 1: Finding the main idea

This amounts to a brief, but complete summary of the text. It covers everything the paragraph talks about, but nothing in particular.

SKILL 2: Making inferences

An inference is an assumption made based on specific evidence. The meaning is not stated directly.

We make inferences all the time in real life. **WE SAY SOMETHING THAT MIGHT IMPLY ANOTHER DEPENDING ON THE TONE WE SAY IT IN.**

In life, it's pretty easy to infer the implied meaning – the meaning not stated directly – because you can use contextual clues (like body language, tone and gestures) to help you determine the real meaning.

All sorts of people make inferences all the time in both their daily and professional lives.

When you make an inference, you're reading between the lines or just looking carefully at the facts and coming to conclusions. It is the reasoning involved in drawing a conclusion or making a logical judgment on the basis of circumstantial evidence and prior conclusions rather than on the basis of direct observation

The writers of reading comprehension tests love to ask inference questions. You will need to practice your inferencing skills to answer a comprehension question like the following:

- “According to this article, why do ...”
- “With reference to the passage as a whole, explain ...”
- “Which of the following statements is best supported by the passage?”
- “Suggest a reason why ...”

These questions require that you come to a conclusion based on the evidence or support presented in the passage.

SKILL 3: Understanding vocabulary in context

Most reading passages will include vocabulary that you've never heard before.

You can understand vocabulary words based on the context of the passage

- The words, clauses and phrases around the unknown vocabulary word.

These words and phrases are called “contextual clues”.

You don’t have to memorize all the vocabulary words in the dictionary!

SKILL 4: Determining the writer’s intention

In most reading comprehension sections, you will be required to answer questions about the author’s intention to write the text.

Author’s intention Main idea	Main idea
<ul style="list-style-type: none"> • The reason he/she chose to act in a particular way, whether that’s writing the passage, selecting a phrase, using a word, etc. • The why behind the author picking up a pen or selecting those words in the first place. • Determine what the author was trying to accomplish (achieve) by looking at the language he or she used when writing. 	<ul style="list-style-type: none"> • The point you are supposed to get or understand

Question words	Purpose of author
<ul style="list-style-type: none"> • Compare • Contrast • Criticise • Describe/Illustrate • Explain • Identify/List • Intensify • Suggest 	<ul style="list-style-type: none"> • Author wants to show similarities between ideas. • Author wants to show differences between ideas. • Author wants to give a negative opinion of an idea. • Author wants to paint a picture of an idea. • Author wants to break down an idea into simpler terms. • Author wants to tell the reader about an idea or series of ideas. • Author wants to expand and go deeper into an idea • Author wants to propose an idea.

SKILL 5: Determining the author’s tone

It's helpful to know what the author's tone is in a newspaper article, a blog, an email, and even on a Face book status, as a message can be misinterpreted and things can go wrong if you don't understand the basics of tone. Here are some quick, easy details about author's tone.

- The author's tone refers to the author's attitude to a written subject. It's very different from the author's purpose! It is the quality or timbre of the voice that conveys the emotional message of a text. In a written text, it is achieved through words.

Vocabulary for tone:

Positive tone/attitude words

<u>Word</u>	<u>Possible synonyms</u>
friendly	Amiable, good-humoured, genial
calming	Consoling; soothing/comforting; reassuring/pacifying
funny	amusing; comical; witty
humorous	hilarious; entertaining; funny
happy	contented; pleasing; joyful
surprised	amazed shocked astonished
lively	energetic bouncy robust
enthusiastic	passionate excited fervent
kind	caring sympathetic compassionate
encouraging	hopeful inspiring reassuring
kind	gentle benevolent humane
tender	caring loving warm

Negative tone/attitude words

<u>Word</u>	<u>Possible synonyms</u>
accusing	Reproachful; condemning; accusatory
arrogant	Superior; over-confident; condescending
apathetic	Indifferent; listless; uninterested
boring	Tedious; monotonous; repetitive
bitter	Hostile; nasty; unpleasant
childish	Juvenile; immature ;foolish
cold	Emotionless; impersonal; indifferent
hateful	Repulsive; disgusting; revolting
irritating	Annoying; infuriating; exasperating
angry	Furious; enraged; infuriated
quarrelsome	Irritable; querulous; argumentative
shameful	Shocking; appalling; disgusting
hurtful	Cruel; insensitive; tactless

Sorrow/fear/worry tone/attitude words

apprehensive	Frightened; concerned ;uneasy
nervous	Disturbing; tense; distressing
embarrassing	awkward uneasy humiliating
depressing	gloomy sad miserable
confusing	puzzling bewildering perplexing
hopeless	Despairing; pessimistic; desolate
apologetic	Remorseful; contrite; repentant
unhappy	Sorrowful; morose; troubled
sad	Melancholic; miserable; mournful

ACTIVITY 1
COMPREHENSION

SECTION A: COMPREHENSION

QUESTION 1

Read BOTH TEXT A and TEXT B and answer the set questions.

TEXT A

YOUNGSTERS DIVING INTO OCEAN STUDIES

- 1 In the twenty-first century, there are many career options. High school learners know that they have to choose their own careers. Learners select their subjects according to their academic ability as well as interest. By the time learners reach matric, they usually choose their careers by looking at which career paths will give them the greatest opportunity. Nowadays, matric learners have a wider choice of new career options. 5
- 2 Marine Sciences might be one such new option. This field of study is not just about swimming with turtles or tagging great white sharks in the big blue ocean. Cape Town's Two Oceans Aquarium has developed a Marine Sciences matric curriculum to attract young people to careers in this field. This will lead to the protection of invaluable ocean resources and the coastline. 10
- 3 Aquarium education head, Russell Stevens, said he hoped that the new school subject would be piloted at the Lawhill Maritime Centre soon. This curriculum would follow the format of Life Sciences. It will expand on material the aquarium has offered to high school learners and volunteers since 2001. The Two Oceans senior teacher who developed the curriculum with support from Stevens said, 'The ocean is an unexplored area. If we get researchers in there, they will help to ensure the sustainability of its resources.' 15
- 4 This centre's main purpose is to support job creation and employment in South Africa. It provides 15–18-year-old learners with maritime-related knowledge and skills while they are still at school. It will increase their opportunities for post-school employment or admission to related courses at tertiary institutions. 20
- 5 About nine hundred learners have graduated as 'Young Biologists' on completing the five-day course run by the Two Oceans Marine Sciences Academy. Most continued to work as volunteers after their compulsory thirty hours of working. This is the Two Oceans' flagship course targeting Grade 8 learners who train with microscopes, make collections and presentations and organise environment clean-ups. The organisers make sure that the course is as hands-on as possible, with various activities and outings included. 30
- 6 Shanet Rutgers, 26, who works with penguins at the aquarium, said, 'The Young Biologists course is very educational and opens doors for young students who would like to work in the wildlife sector. 'After doing it, I went on to study nature conservation and then continued volunteering for as many hours as possible.' 35

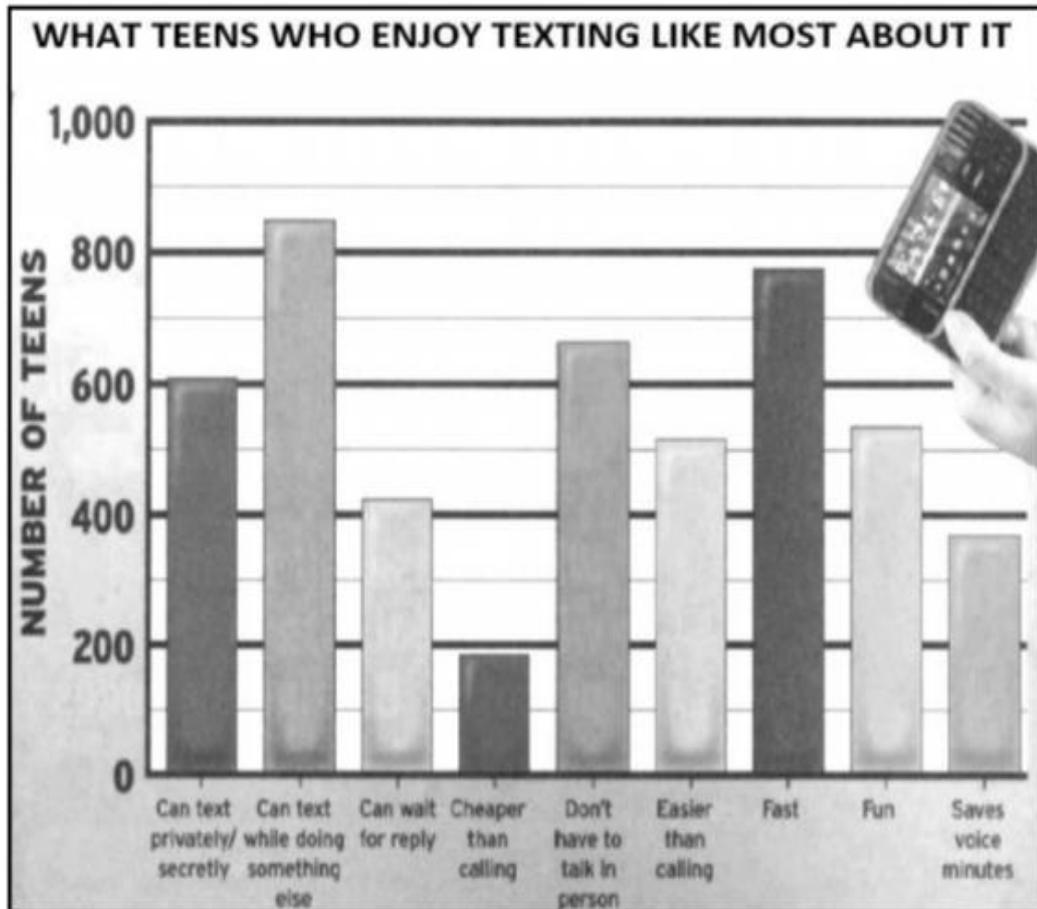
7	Some of these graduates have progressed to the aquarium's five-day Oceanography course, preparing them for tertiary study. Four have been awarded Marine Sciences and Oceanography bursaries so far.	
8	The aquarium's courses give learners a foundation in Biology, the language of Marine Sciences and knowledge of what this involves. Rashida Manual, a second-year university student in Oceanography and Atmospheric Sciences, said the aquarium's courses had equipped her for her degree. 'I have always been passionate about the ocean and how it works, and this came together for me in the Young Biologists course.'	40
9	People have this romantic idea that marine scientists put on scuba gear and go swimming with dolphins, when they are more likely to spend three weeks a year in the ocean and the rest of the time doing research and analysing information.	45
10	Young Biologists graduate Bongani Mpele, 26, said he thought marine sciences at school would attract learners. If the curriculum is approved, the aquarium would like to see it offered in about twenty coastal schools, which could also cater for learners from inland. Russell Stevens has met subject advisers, district managers and officials at the Department of Basic Education, as well as the Independent Examinations Board. He has proposed that they manage the matric subject, which would include Biology, Ecology, Oceanography and content on humans and the ocean.	50 55
11	Developing this career field would complement the government's Operation Phakisa, which aims to reduce unemployment among people. This career field is intended to maximise the potential of the coast and ocean for job creation and sustainability, said Stevens.	60

[Adapted from *Sunday Times*, 5 February 2017]

- 1.1 Refer to paragraph 1.
- 1.1.1 Name TWO factors that influence a learner's career choice. (2)
- 1.1.2 What advantage do matric learners have regarding career choices? (1)
- 1.2 Why was the Marine Sciences curriculum developed? Give TWO reasons. (2)
- 1.3 Refer to paragraph 3.
- 1.3.1 Quote ONE word to prove that Marine Sciences has not been introduced at all schools. (1)
- 1.3.2 How is the curriculum for Marine Sciences similar to that of Life Sciences? (1)
- 1.3.3 Using your own words, explain what is meant by 'the ocean is an unexplored area'. (1)

- 1.4 Refer to paragraph 5.
- 1.4.1 Explain why 'Young Biologists' is written in inverted commas. (2)
- 1.4.2 Why is the following statement FALSE?
The 'Young Biologists' were paid during their training. (1)
- 1.4.3 Choose the correct answer to complete the following sentence:
The words 'flagship course' in line 27 mean that the course is about ...
A studying flags.
B being impressive.
C studying ships.
D being supportive. (1)
- 1.4.4 Why is it important for the course to be 'as hands-on as possible'? (2)
- 1.5 Refer to paragraph 6.
What do the words, 'continued volunteering' suggest about Shanet Rutgers? (1)
- 1.6 Explain why the writer has included the following statement:
'Four have been awarded Marine Sciences and Oceanography bursaries so far' (paragraph 7). (2)
- 1.7 Do marine scientists spend most of their time in the ocean? Give a reason for your answer. (2)
- 1.8 Give a reason why Marine Sciences should be offered at coastal schools if the curriculum is approved. (1)
- 1.9 In your view, will this article succeed in motivating learners to study Marine Sciences? Substantiate your answer. (2)
- 1.10 Discuss the suitability of the title, YOUNGSTERS DIVING INTO OCEAN STUDIES. (2)

TEXT B



[Source: www.google.com]

Refer to the graph above (TEXT B).

- 1.11 Complete the following sentence by filling in the missing word.
'Teens' is the abbreviated form of the word ... (1)
- 1.12 According to the graph, does the cost of making calls influence most teens to text? Give a reason for your answer. (1)
- 1.13 What does the tallest bar in the graph suggest about teens? (2)
- 1.14 In your view, is the inclusion of an image of a cellphone suitable in this visual? Substantiate your answer. (2)

TOTAL SECTION A: 30

Memorandum

SECTION A: COMPREHENSION
QUESTION 1

- 1 1.1.1 A learner's academic ability. ✓
 Their field of interest. ✓
 The field that offers the best opportunity. ✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.1.2 Matric learners have a wider choice of career opportunities. ✓ (1)
- 1.2 To attract young people to careers in this field of study ✓ and to help protect
 invaluable ocean resources and the coastline. ✓ (2)
- 1.3 1.3.1 'piloted' ✓ (1)
- 1.3.2 The format is the same. ✓ (1)
- 1.3.3 Not much research has been done on the ocean (and its
 resources.) ✓ (1)
- 1.4 1.4.1 The learners are not real biologists. ✓ They only completed the
 five- day course successfully. ✓/ The term is used in a unique
 way ✓because a distinction is being made by using the word
 'young'. ✓/It is the name of the course. ✓ (2)
- 1.4.2 They were volunteers and were therefore not paid. ✓ (1)
- 1.4.3 B/ being impressive. ✓ (1)
- 1.4.4 The course must give learners practical experience ✓in order to
 give them a better understanding of the ocean and its resources. ✓ (2)
- 1.5 She is passionate about what she does/penguins. ✓
 She is committed to her work./She is hardworking. ✓
 She does not expect money/remuneration for the work she does. ✓
 She is willing to share her expertise/experience/knowledge freely. ✓
- NOTE:** Accept any ONE of the above answers. (1)
- 1.6 To show how learners can benefit from the course by being awarded
 bursaries. ✓
 It also inspires learners to pursue this course. ✓
 It shows the progress/success of the course. ✓
- NOTE:** Accept any TWO of the above answers. (2)
-

-
- 1.7 No. Marine scientists spend about three weeks in the ocean✓ and the rest of the time they do research and analysis of information and data. ✓

NOTE: Do not award a mark for No only. (2)

- 1.8 Students enrolled for Marine Sciences would need to be close to the ocean for practical experience in the subject.✓ (1)

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

Yes. Learners are made aware of the possibilities the Young Biologists course offers. It shows them how it can lead to job creation. It explains the benefits of doing the course.

OR

No. Learners might not want to study Marine Sciences as it is a fairly new subject and it is still in the implementation phase. The article does not state clearly how learners who stay away from the coast will be able to pursue this course.

NOTE: Do not award a mark for Yes/No. Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. (2)

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

The title is suitable because the article focuses on marine/ocean studies for learners./The title is suitable as there is a pun on the word 'diving'. Marine studies involve some diving and it could also suggest that youngsters are very keen to do ocean studies.

OR

It is not suitable as not many youngsters are doing Marine Sciences at the moment as it is still being introduced./ Marine Sciences does not involve much diving as more time is spent doing research.

NOTE: Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. (2)

- 1.11 teenagers✓ (1)

- 1.12 No. The graph indicates that fewer than 200 teenagers are concerned with the cost of making a call. (1)

- 1.13 The bar graph conveys the idea that the largest number of teenagers text because they are able to multitask. (2)
-

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

Yes.

The image of the cellphone is linked to the contents of the bar graph and therefore, will give the reader an immediate indication of what the graph is about.

OR

No.

The bar graph is self-explanatory and the image of the cellphone does not serve any purpose.

NOTE: Do not award a mark for Yes/No or Agree/Disagree.
Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated.

(2)

TOTAL SECTION A: 30

TOPIC TWO: SUMMARY

Summarising is a skill we use to reduce large sections of text to their bare essentials, i.e.: the gist, the key ideas, and the main points of the text.

A summary is a condensed account of a longer reading text.

Remember: writing summaries is the most important skill to study for all subjects.

PAY ATTENTION TO THE FOLLOWING WHEN SUMMARISING:

Focus on the topic:

- Read all the instructions given.
- Identify what you are required to summarise.
- Write the topic in LARGE BOLD letters at the top of your planning page.
- Read the topic before you read the passage to ensure you remain focused. How do we do it?
- We strip away the extra words and examples.
- We focus on the heart of the matter - the main facts.
- We find the key words and phrases that still manage to capture the gist of what we've read.
- We capture the main ideas and the crucial details necessary for supporting them.

You will lose marks when you:

- write down everything.
- write incomplete sentences.
- don't write enough.

Copy word for word from the original text.

What you SHOULD do!

- Pull out main ideas.
- Focus on key details.
- Use key words and phrases.
- Break down the larger ideas.
- Write only enough to convey the message.
- Write succinct but complete sentences

Steps to follow to write a good summary:

STEP 1

- Eliminate the less important, unrelated or repeated ideas from the passage.

STEP 2

- Highlight the important details using keywords.

STEP 3

- List keywords in the order they appear in the passage and trim them to topic sentences.

STEP 4

- Write a short summary in your own words.

A final word of warning...

AVOID THE FOLLOWING

1. Avoid lifting phrases/sentences from the text by writing the summary in your own words.
2. Avoid the use of figurative language, reported speech, redundancy, repetition, examples and illustrations.
3. Avoid being dishonest by misstating the number of words used.

Summary Activity

SECTION B: SUMMARY

QUESTION 2

Listening is an important skill.

Read TEXT C below and list SEVEN points on **how to be a good listener**.

INSTRUCTIONS

1. Your summary must be written in point form.
2. List your SEVEN points in full sentences, using no more than 70 words.
3. Number your sentences from 1 to 7.
4. Write only ONE point per sentence.
5. Use your OWN words as far as possible.
6. Indicate the total number of words you have used in brackets at the end of your summary.

TEXT C

LISTENING

People's evaluation of their listening ability is much like their assessment of their driving skills; they think they are above average.

Good listening is much more than being silent when the other person talks. Sitting there silently nodding does not provide evidence that a person is listening. Asking a good question tells the speaker that the listener has not only heard what was said, but also understood it well enough to want additional information.

Good listening is characterised by the creation of a safe environment in which issues and differences could be discussed openly. Good listeners may challenge assumptions and disagree, but the person being listened to feels the listener is trying to help, not wanting to win an argument. Good listeners never try to hijack the conversation so that they or their issues become the subject of discussion.

Good listening includes some feedback provided in a way others would accept and that opens up alternative paths to consider. Many people think that a good listener is like a sponge that accurately absorbs whatever the other person is saying. However, a good listener makes the speaker feel better by not merely passively absorbing, but by being actively involved.

A good listener clears away distractions like phones and laptops, focusing attention on the other person. Appropriate eye-contact is made to show attentive listening.

[Adapted from <https://hbr.org>, 2016]

TOTAL SECTION B: 10

SECTION B: SUMMARY

QUESTION 2

The following points form the answer to the question:

	QUOTATIONS		FACTS (NOTE: Candidates may phrase the facts differently.)
1.	'Asking a good question tells the speaker that the listener has not only heard what was said, but also understood it well enough to want additional information. '	1.	Ask relevant questions to show understanding (and a desire for more information).
2.	'Good listening is characterised by the creation of a safe environment in which issues and differences could be discussed openly. '	2.	Create a safe environment (to allow for open discussion).
3.	'Good listeners may challenge assumptions and disagree , but the person being listened to feels the listener is trying to help, not wanting to win an argument. '	3.	Question assumptions and raise different views politely./Be polite when disagreeing.
4.	'Good listeners never try to hijack the conversation so that they or their issues become the subject of discussion.'	4.	Avoid taking over a conversation (by deviating from the current subject matter/by discussing your issues).
5.	' Good listening includes some feedback provided in a way others would accept and that opens up alternative paths to consider.'	5.	Give acceptable feedback.
6.	'However, a good listener makes the speaker feel better by not merely passively absorbing, but by being actively involved. '	6.	Be actively involved (instead of just accepting whatever is said).
7.	' A good listener clears away distractions like phones and laptops, focusing attention on the other person.'	7.	Put away any item that will distract you./ Focus undivided attention on the speaker./Focus on the speaker.
8.	' Appropriate eye-contact is made to show attentive listening.'	8.	Make proper eye-contact with the speaker.

MARKING THE SUMMARY

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

The summary should be marked as follows:

- **Mark allocation:**
 - 7 marks for 7 points (1 mark per main point)
 - 3 marks for language
 - Total marks: 10
- **Distribution of language marks when candidate has not quoted verbatim:**
 - 1–3 points correct: award 1 mark
 - 4–5 points correct: award 2 marks
 - 6–7 points correct: award 3 marks
- **Distribution of language marks when candidate has quoted verbatim:**
 - 6–7 quotes: award no language mark
 - 1–5 quotes: award 1 language mark

NOTE:

- **Word count:**
 - Markers are required to verify the number of words used.
 - Do not deduct any marks if the candidate fails to indicate the number of words used, or if the number of words used is indicated incorrectly.
 - If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

TOTAL SECTION B: 10

TOPIC THREE: VISUAL LITERACY – ADVERTISING

Advertising is a message designed to promote a product/service/idea. These messages are shown/aired to the public via the media, for example newspapers, magazines, radio, television, billboards, and flyers.

Advertisements make use of emotive and persuasive means to manipulate the target audience, e.g. the youth could be targeted by companies that sell sneakers.

A successful advertisement will make use of one or more of the following techniques:

Target Market/Audience

This is the group of people that an advertisement is trying to reach. It may be divided into age, gender, social status and activities. Advertisers use the fact that buyers can be classified, in order to create adverts that appeal to the classified groups. Possible classifications include teens, computer geeks, stay-at-home mothers, jetsetters, corporates, etc.

In the examination, the examiner may ask you to identify the target audience of a particular advertisement. To answer this question, you have to look at what is being advertised and who would be interested in the product or service.

Attention

It is vital that the advertiser grabs the attention of the consumer. Attention can be attracted by:

- Eye catching image
- Clever use of language
- Catchy headline
- Font type
- Layout
- Asking a question

Interest

Once the consumer's attention has been attracted, the advert must sustain his/her interest. Then the consumer must feel compelled to read on.

Desire

Advertisers also appeal to basic human desires or needs and hint that the desire/need will be met if the product is purchased.

Action

Not only must advertisers get the attention of the consumer - they also need to ensure that the consumer acts in response to the advert.

Emotive Language

This is an appeal to emotions, rather than to intellect. It is persuasive. Advertisers make use of fact and opinion, propaganda, sensationalism and bias.

Informative Language

This informs the viewer about the product/service using language that aids in selling the product.

Logo

This is a picture/graphic used as an identifying symbol. It acts as a signature for a brand.

Slogan

This is a short, memorable phrase that is immediately associated with a brand.

Catch Phrase

This is a clever, witty phrase designed to attract the public, but it does not necessarily appear in every advert for that product.

Clever Wording

Alliteration, a rhetorical question a simile, or other figures of speech can be used to keep the reader interested.

Celebrity Endorsement

A well-known person can be used to sell a product.

Product Awareness

Sometimes you may see/hear an advertisement that is not advertising a product or service directly, but is designed to make the target audience aware of an issue or a particular brand.

Activity

SECTION C: LANGUAGE

QUESTION 3: ANALYSING AN ADVERTISEMENT

Study the advertisement (TEXT D) below and answer the set questions.

TEXT D

**Spray
the Pain Away!**

100% Natural
and Organic

A.Vogel
Sore Throat
Spray

Fast-acting:
*Relieves the pain of swollen tonsils, pharyngitis,
general throat pain and inflammation.
*Antiviral and antibacterial action.
*Clinically proven.

A.Vogel
Pioneer in Natural Health
-since 1923

Tel: 031 7838000 / www.avogel.co.za

[Source: *Essential*, August 2015]

- 3.1 Name the product being advertised. (1)
- 3.2 Refer to the headline.
Why is the word, 'Spray', written in a larger font? (1)

- 3.3 Refer to the visual of a throat.
Why does the advertiser include an image of a thorny stem? (2)
- 3.4 Refer to the words, 'Antiviral and antibacterial action'.
Complete the sentence with a suitable word:
The underlined part is called a ... (1)
- 3.5 Quote TWO consecutive words to prove that the advertised product is safe to use. (1)
- 3.6 Why would it be important to know that A.Vogel has been a 'Pioneer in Natural Health – since 1923'? (1)
- 3.7 How can the reader obtain more information about the advertised product? (1)
- 3.8 Discuss whether the advertisement would convince you to buy this product. (2)
- [10]**

SECTION C: LANGUAGE

NOTE:

- **Spelling:**

- One-word answers must be marked correct even if the spelling is incorrect, unless the error changes the meaning of the word.
- In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
- Sentence structures must be grammatically correct and given in full sentences/as per instructions.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full as correct.
- Where an abbreviation is tested, the answer must be punctuated correctly.

QUESTION 3: ANALYSING AN ADVERTISEMENT

- 3.1 Sore Throat Spray/A.Vogel Sore Throat Spray✓ (1)
- 3.2 To attract the reader's attention./It is used for emphasis. ✓ (1)
- 3.3 The image of the thorny stem conveys the idea of a sore/painful throat/severe pain/irritation in the throat ✓ which feels as if there are thorns in one's throat. ✓ (2)
- 3.4 prefix✓ (1)
- 3.5 'Clinically proven'✓ (1)
- 3.6 This proves that A.Vogel is an established brand in the manufacture of natural health products./A brand that has enormous experience in the manufacture of natural health products. ✓ (1)
- 3.7 By calling the telephone number provided/by visiting the website provided. ✓ (1)
- 3.8 Open-ended. Accept a suitable response, e.g.

Yes. The advertisement is convincing because it is about a product manufactured by a well-established brand (since 1923)/ It promises to be 'fast acting' to relieve the pain and inflammation of a sore throat/is made of natural and organic ingredients/is clinically proven and therefore reliable. As a result, one would be persuaded to use this product.

OR

No. It is not effective because the information provided is not conclusive enough/ there is not enough evidence that this product will work/the information provided is contradictory because the headline states that the pain will be sprayed away while the body copy refers to the product providing relief and not stopping the pain entirely.

NOTE: Do not award a mark for Yes/No. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated.

(2)
[10]

TOPIC FOUR: VISUAL LITERACY – CARTOONS

A cartoon is generally a sketch or drawing that comments on topical issues in an interesting, original or sly way. It may be humorous, cynical or critical.

Method of communication	Kinds of cartoons	Purpose	Types	Technique
graphics	political	comment in a very subjective, personal and persuasive manner, and provide a forceful view point	irreverent	wit
symbols	historical		anti-authority	humour
stereotypes	domestic		mocking arrogance	self-ridicule
	social		pretence	

When studying cartoons/comic strips, take the following into consideration:

Setting:

Where and when is the scene taking place?

Characters:

The characters in a cartoon can be a caricature or a stereotype. In some cartoons, animals are used as characters and they have the ability to speak.

Caricatures make use of exaggerated or enlarged features to identify individuals. In political cartoons, distinguishing features such as hair style, nose, chin or any other distinctive individual trait is highlighted.

Stereotypes are set ideas that people have about someone or something, which are often not based on factual information, and they are often wrong. In cartoons, stereotypes are often seen in terms of gender, nationality or careers.

Facial expression:

When answering questions on a cartoon, do not just write facial expression when asked for evidence of emotion. Describe the facial expressions you see. Remember there are more emotions than just happy, sad or angry. Use your dictionary and look up words that describe facial features.

Body language:

Body language in cartoons is indicated using symbols that show various gestures and emotions expressed in different situations. Across the world, people derive the same implicit meaning from our body language and facial expressions.

Movement lines:

Symbols or lines are used to indicate movement/emotion. Movement is indicated by vertical, curved and diagonal lines. Speedy action is indicated by streaky lines or the action leaving the frame

Font size and punctuation:

Fonts are changed for emphasis. Important words are written in bold. When a character is shouting, the words are printed in bold lettering with exaggerated exclamation marks (!!).

Language:

Language in a cartoon can be formal or informal.

Bubbles

Speech bubbles are used for words spoken aloud. Thought bubbles are used for words that are not spoken aloud. Shouting or emotional reactions can also be captured in jagged-edge speech bubbles. A dotted line bubble: if there are two or more characters, it is called a whisper bubble; but if there is only one character, it shows focus or concentration.

Loud noises are also enclosed in 'bubbles'.

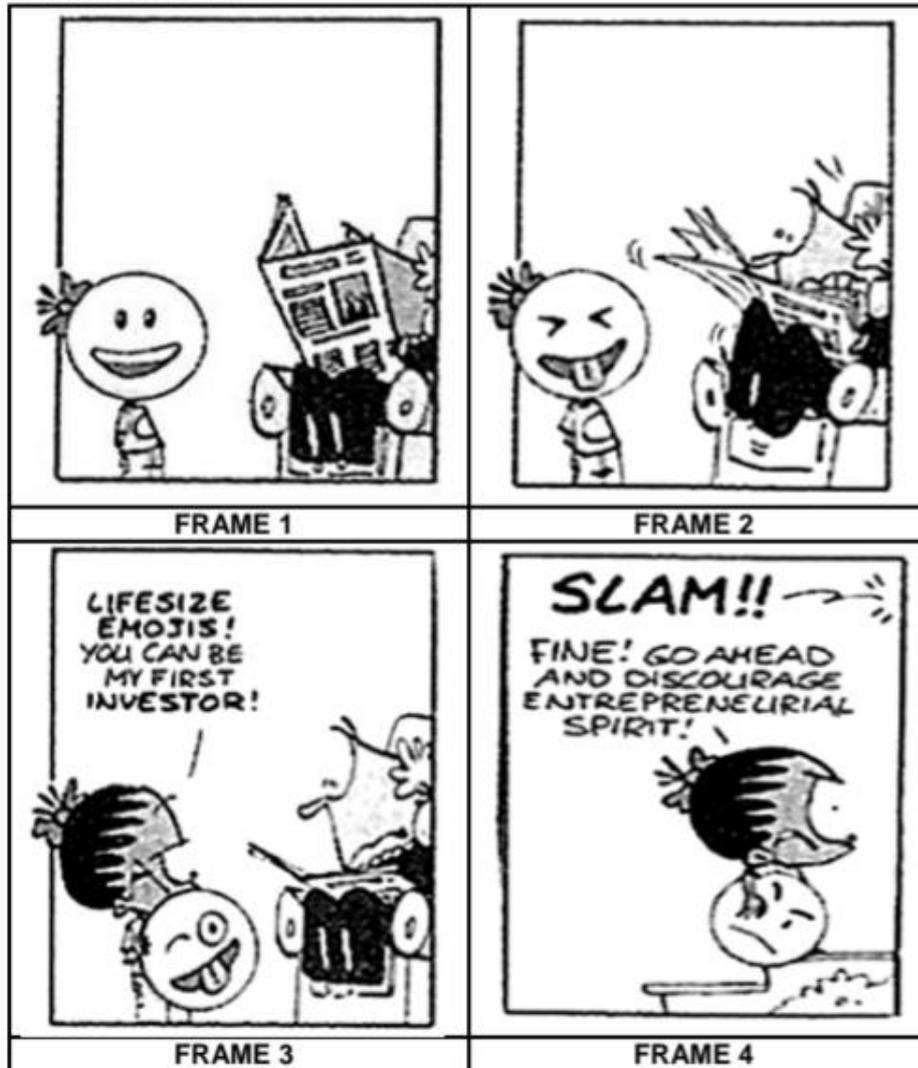
Activity

QUESTION 4: ANALYSING A CARTOON

Read the cartoon (TEXT E) below and answer the set questions.

TEXT E

MADAM AND EVE



[Source: Pretoria News, 2 July 2016]

Glossary: *emojis – small images or icons used to express ideas, emotions etc. in electronic communication.

NOTE: In this cartoon, the girl is Thandi and the woman is Mother Anderson.

- 4.1 State ONE visual clue which indicates that Mother Anderson cannot see Thandi. (1)
- 4.2 What does Thandi do in Frame 2? (1)

-
- 4.3 What does Thandi expect from Mother Anderson in Frame 3? (1)
- 4.4 Refer to Frame 4.
- 4.4.1 State TWO techniques that the cartoonist uses to show how Mother Anderson closes the door. (2)
- 4.4.2 Explain how the emoji reflects Thandi's feelings. (2)
- 4.4.3 Write the word 'entrepreneurial' as a noun. (1)
- 4.5 Consider the cartoon as a whole and discuss whether Mother Anderson is justified in her actions towards Thandi. (2)
- [10]**
-

QUESTION 4: ANALYSING A CARTOON

- 4.1 The newspaper covers her face. ✓ (1)
- 4.2 She scares/shocks Mother Anderson with the life-size emoji. ✓ (1)
- 4.3 Thandi expects Mother Anderson to buy her first emoji ✓ / Thandi expects Mother Anderson to invest in this venture to create life-size emojis. ✓

NOTE: Accept any ONE of the above answers. (1)

- 4.4 4.4.1 The cartoonist uses the word 'SLAM'. ✓
The word 'SLAM' is written in large font. ✓
The word 'SLAM' is written in bold font. ✓
Double exclamation marks are used. ✓
The movement lines.

✓

NOTE: Accept any TWO of the above answers. (2)

- 4.4.2 The shape of the mouth of the emoji ✓ shows that Thandi is not happy. ✓

OR

The raised eyebrows of the emoji ✓ show that Thandi is angry. ✓ (2)

- 4.4.3 Entrepreneur/entrepreneurship/entrepreneurism/entrepreneurialism ✓ (1)

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

Yes. Thandi has scared Mother Anderson with the emoji. Mother Anderson is relaxed while reading the newspaper and does not deserve to be disturbed./ Thandi has used the wrong approach to ask Mother Anderson to support her venture.

OR

No. Mother Anderson should support Thandi as she is making an attempt to start a business./ Thandi does not deliberately try to scare Mother Anderson.

NOTE: Do not award a mark for Yes/No. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated.

(2)
[10]

TOPIC FIVE: LANGUAGE IN CONTEXT

In this question, the examiners expect of you to apply all your knowledge of language conventions and structures.

HOW TO STUDY

1. The best approach is to **PRACTISE, PRACTISE and PRACTISE.**
2. **Answer all questions in this section. You can source more questions from previous question papers, the internet, and your textbooks and from other sources.**
3. **Use MTG guides to find more activities to practise on.**
4. **Revise language structures and functions.**

QUESTION 5: LANGUAGE AND EDITING SKILLS

- 5.1 Read the passage (TEXT F) below, which has some deliberate errors, and answer the set questions.

TEXT F

OLDEST TORTOISE

- | | | |
|---|---|----|
| 1 | He does not look a day older than one hundred. But Admiral, the tortoise living at Mitchell Park Zoo, celebrated his 105 th birthday resently. | |
| 2 | He spent his birthday in his pen alongside two fellow female tortoises with a birthday lunch consisting of fruit and vegetables. | 5 |
| 3 | Admiral arrived at Mitchell Park about 105 years ago, courtesy of a unknown naval officer. He brought three giant tortoises to the park during World War I. He has found them in the Seychelles in 1915, according to Mitchell Park archives. The officer never returned to claim his pets, and Admiral has been at the park ever since, outliving the other two. | 10 |
| 4 | Admiral spends his day entertaining children and adults alike with his size and speed. He also enjoys a nap in the pond when the weather is hot. | |
| 5 | A spokeswoman said, 'Admiral is the oldest tortoise in the country now and plays a significant role in drawing tourists to the zoo.' Admiral is set to one day be added to the Guinness World Records for being one of the oldest tortoises in the world. The current record holder is Jonathan the tortoise, who is 184 years old and lives in St Helena. | 15 |

[Source: *Daily News*, 26 September 2016]

- 5.1.1 Correct the SINGLE error in each of the following sentences. Write down ONLY the question numbers and the words you have corrected.
- (a) He does not look a day older than one hundred. (1)
 - (b) But Admiral, the tortoise living at Mitchel Park Zoo, celebrated his 105th birthday resently. (1)
 - (c) Admiral arrived at Mitchell Park about 105 years ago, courtesy of a unknown naval officer. (1)
 - (d) He has found them in the Seychelles in 1915, according to Mitchell Park archives. (1)
- 5.1.2 Give the correct form of the word in brackets:
- Admiral has become a (celebrate) at Mitchell Park. (1)

- 5.1.3 Choose the correct answer to complete the following sentence:
A period of one hundred years is known as a ...
A decade.
B century.
C millennium.
D bicentenary. (1)
- 5.1.4 Study the following sentence and give a synonym for the word 'giant':
He brought three giant tortoises to the park during World War I. (1)
- 5.1.5 Rewrite the following sentence as a question:
The officer returned to claim his pets. (1)
- 5.1.6 Rewrite the following sentence in the passive voice:
Admiral entertains children and adults. (1)
- 5.1.7 Study the following sentence:
He also enjoys a nap in the pond when the weather is hot.
Use a homophone for the word weather in a sentence of your own. (1)
- 5.1.8 Rewrite the following sentence in reported speech:
She said, 'Admiral is the oldest tortoise in the country now and plays a significant role in drawing tourists to the zoo.' (4)

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

TEXT G



[Source: *The Citizen*, 2 November 2016]

5.2.1 Study the following sentence:

I could supply the answer if you weren't so demanding.

(a) State the part of speech of both the underlined words. (2)

(b) Identify the punctuation mark used in the word: weren't. (1)

5.2.2 Provide the correct degree of comparison in the following sentence:

Economics is (interesting) than Accounting. (1)

5.2.3 Rewrite the following sentence in the negative form:

The students knew the answer. (1)

5.2.4 Complete the following tag question. Write down only the missing words.

He teaches Economics,? (1)

[20]

TOTAL SECTION C: 40
GRAND TOTAL: 80

QUESTION 5: LANGUAGE AND EDITING SKILLS

5.1	5.1.1	(a) than✓ (b) recently✓ (c) an✓ (d) had✓	(1) (1) (1) (1)
	5.1.2	celebrity✓	(1)
	5.1.3	B/century✓	(1)
	5.1.4	Huge/massive/colossal/enormous/big/gigantic/large✓ NOTE: Accept any ONE of the above answers.	(1)
	5.1.5	Did the officer return to claim his pets? ✓	(1)
	5.1.6	Children and adults are entertained by Admiral. ✓	(1)
	5.1.7	Accept a suitable response, e.g. They do not know whether he will return.✓ NOTE: The homophone must be used correctly in the sentence.	(1)
	5.1.8	She said that Admiral <u>was</u> the oldest tortoise in the country <u>then/at that time</u> and <u>played</u> a significant role in drawing tourists to the zoo. NOTE: Award ONE mark for each underlined change and ONE mark for correct punctuation.	(4)
5.2	5.2.1	(a) I - (Personal) Pronoun✓ answer - (common) Noun✓ (b) Apostrophe ✓	(2) (1)
	5.2.2	more interesting✓	(1)
	5.2.3	The students did not/didn't know the answer. ✓	(1)
	5.2.4	doesn't he (?)/does he not (?)✓	(1)
		TOTAL SECTION C:	40
		GRAND TOTAL:	80

PAPER 2 – LITERATURE

In the English First Additional Language Examinations, Paper 2 – Literature, you have to answer questions on two set works (different genres) that you studied.

<http://www.education.gov.za/Curriculum/>

LearningandTeachingSupportMaterials (LTSM)/MindtheGapStudyGuides.aspx

Paper 2

When you receive the question paper, you should note the following instructions:

INSTRUCTIONS AND INFORMATION

Read this page carefully before you begin to answer the questions.

1. Do NOT attempt to read the entire question paper. Consult the TABLE OF CONTENTS on the next page and mark the numbers of the questions set on the texts you have studied this year. Read these questions and choose the ones you wish to answer.

2. This question paper consists of FOUR sections:

SECTION A: Novel (35)

SECTION B: Drama (35)

SECTION C: Short stories (35)

SECTION D: Poetry (35)

3. Answer questions from TWO sections, as follows:

SECTION A: NOVEL

Answer the question on the novel that you have studied.

SECTION B: DRAMA

Answer the question on the drama that you have studied.

SECTION C: SHORT STORIES

Answer the questions on BOTH extracts.

SECTION D: POETRY

Answer the questions on BOTH poems.

4. Use the checklist to assist you.

5. Follow the instructions at the beginning of each section carefully.

6. Number the answers correctly according to the numbering system used in this question paper.

7. Write neatly and legibly.

8. Spend approximately 60 minutes on each section.

9. Start EACH section on a NEW page.

GLOSSARY OF LITERARY TERMS

Glossary of Common Literary Terms

- ◆ **Allegory:** an allegory is a narrative in which the characters often stand for abstract concepts. An allegory generally teaches a lesson by means of an interesting story.
 - ◆ **Alliteration:** the repetition at close intervals of consonant sounds for a purpose. For example: wailing in the winter wind.
 - ◆ **Allusion:** a reference to something in literature, history, mythology, religious texts, etc., considered common knowledge.
 - ◆ **Ambiguity:** Double or even multiple meaning.
 - ◆ **Analogy:** a point by point comparison between two dissimilar things for the purpose of clarifying the less familiar of the two things.
 - ◆ **Antagonist:** the character or force that opposes the protagonist. (It can be a character, an animal, a force, or a weakness of the character.)
 - ◆ **Apostrophe:** the device, usually in poetry, of calling out to an imaginary, dead, or absent person, or to a place, thing, or personified abstraction either to begin a poem or to make a dramatic break in thought somewhere within the poem.
 - ◆ **Assonance:** the repetition at close intervals of vowel sounds for a purpose. For example: mad as a hatter.
 - ◆ **Ballad:** a narrative poem that was originally meant to be sung. Ballads are generally about ordinary people who have unusual adventures, with a single tragic incident as the central focus. They contain dialogue and repetition, and imply more than they actually tell.
 - ◆ **Cacophony:** Harsh, clashing, or dissonant sounds, often produced by combinations of words that require a clipped, explosive delivery, or words that contain a number of plosive consonants such as b, d, g, k, p, and t; the opposite of EUPHONY.
 - ◆ **Catalog:** a long list of anything; an inventory used to emphasize quantity or inclusiveness.
 - ◆ **Character:** the vehicle (person, animal, creation) that moves the story forward. A character may be main or minor, depending on his or her role in the work of literature. While some characters are two-dimensional, with one or two dominant traits, a fully developed character has a unique complex of traits. A) dynamic characters often change as the plot unfolds. B) static characters remain the same.
 - ◆ **Characterization:** refers to the techniques employed by writers to develop characters. 1) The writer may use physical description. 2) Dialogue spoken by the character and by other characters reveals character traits. 3) A character's action may be a means of characterization. 4) The reactions of another character may also be revealing. 5) A character's thoughts and feelings are also a means of characterization.
 - ◆ **Climax:** the point at which the conflict of the story begins to reach a turning point and begins to be resolved.
 - ◆ **Conceit:** an elaborate figure of speech comparing two very dissimilar things.
 - ◆ **Conflict:** the struggle between two opposing forces that is the basis of the plot. 1) internal conflict character struggling with him/her self, 2) external conflicts – character struggling with forces outside of him/her self. For example. Nature, god, society, another person, technology, etc.
-

- ◆ **Connotation:** the associations, images, or impressions carried by a word, as opposed to the word's literal meaning.
- ◆ **Consonance:** the close repetition of identical consonant sounds before and after differing vowel sounds.
- ◆ **Convention:** In general, an accepted way of doing things.
- ◆ **Denotation:** the precise, literal meaning of a word, without emotional associations or overtones.
- ◆ **Denouement:** the final unraveling or outcome of the plot in drama or fiction during which the complications and conflicts of the plot are resolved.
- ◆ **Diction:** word choice
- ◆ **Enjambment:** the carrying of sense and grammatical structure in a poem beyond the end of one line, COUPLET, or STANZA and into the next.
- ◆ **Epigram:** any witty, pointed saying. Originally an epigram meant an inscription, or epitaph usually in verse, on a tomb. Later it came to mean a short poem that compressed meaning and expression in the manner of an inscription.
- ◆ **Epigraph:** a motto or quotation that appears at the beginning of a book, play, chapter, or poem. Occasionally, an epigraph shows the source for the title of a work. Because the epigraph usually relates to the theme of a piece of literature, it can give the reader insight into the work.
- ◆ **Epitaph:** the inscription on a tombstone or monument in memory of the person or people buried there. Epitaph also refers to a brief literary piece that sums up the life of a dead person.
- ◆ **Euphony:** A succession of sweetly melodious sounds; the opposite of CACOPHONY. The term is applied to smoothly flowing POETRY or PROSE.
- ◆ **Exposition:** background information at the beginning of the story, such as setting, characters and conflicts. In a short story the exposition appears in the opening paragraphs; in a novel the exposition is usually part of the first chapter.
- ◆ **Fable:** a brief tale told to illustrate a moral.
- ◆ **Falling Action:** events that lead to a resolution after the climax.
- ◆ **Figurative Language:** language employing figures of speech; language that cannot be taken literally or only literally.
- ◆ **Flashback:** a scene, or an incident that happened before the beginning of a story, or at an earlier point in the narrative.
- ◆ **Foil:** a character who provides a striking contrast to another character.
- ◆ **Foreshadowing:** a writer's use of hints or clues to indicate events that will occur later in the narrative.
- ◆ **Hyperbole:** an exaggeration for emphasis or humorous effect.
- ◆ **Imagery:** words and phrases that create vivid experiences or a picture for the reader.

- ◆ **Irony:** a contrast between appearance and actuality:
 - ◆ **Verbal irony:** a writer says one thing, but means something entirely different.
 - ◆ **Situational irony:** occurs when something happens that is entirely different from what is expected.
 - ◆ **Dramatic irony:** occurs when the reader knows information that the characters do not.
- ◆ **Literal:** A word for word interpretation for what is written or said.
- ◆ **Metaphor:** a figure of speech in which a comparison or analogy is made between two seemingly unlike things, as in the phrase "evening of life."
- ◆ **Metonymy:** a figure of speech that substitutes the name of a related object, person, or idea for the subject at hand.
- ◆ **Mood:** the feeling, or atmosphere, that a writer creates for the reader. Connotative words, sensory images, and figurative language contribute to the mood of a selection, as do the sound and rhythm of the language.
- ◆ **Motif:** A unifying element in an artistic work, especially any recurrent image, symbol, theme, character type, subject or narrative detail.
- ◆ **Narrator:** the person from whose point of view events are conveyed.
 - ◆ **First person:** the narrator is a character in the story, uses the pronoun "I."
The first person narrator does not have to be the main character in the story.
 - ◆ **Third person:** is indicated by the pronouns he, she and they. The third person narrator is not a participant in the action and thus maintains a certain distance from the characters.
 - A) In **third person omniscient** point of view, the narrator is all-knowing about the thoughts and feelings of the characters.
 - B) The **third person limited** point of view deals with a writer presenting events as experienced by only one character. This type of narrator does not have full knowledge of situations, past or future events.
 - C) In **third person objective** the story conveys only the external details of the characters—never their thoughts or inner motivations.
- ◆ **Onomatopoeia.** The formation or use of words. Such as: buzz, or cuckoo, whose meaning is suggested by the sound of the word itself. (boom, click, plop)
- ◆ **Oxymoron:** a figure of speech in which two contradictory words or phrases are combined in a single expression, giving the effect of a condensed paradox: "wise fool," "cruel kindness."
- ◆ **Paradox:** a statement or situation containing obvious contradictions, but is nevertheless true.
- ◆ **Parallelism:** the use of similar grammatical form gives items equal weight, as in Lincoln's line "of the people, by the people, for the people." Attention to parallelism generally makes both spoken and written expression more concise, clear and powerful.
- ◆ **Parody:** an imitation of a serious work of literature for the purpose of criticism or humorous effect or for flattering tribute.
- ◆ **Personification:** a figure of speech in which human qualities or characteristics are given to an animal, object, or concept.
- ◆ **Plot:** the plan of action or sequence of events of the story.
- ◆ **Point of view:** the vantage point, or stance from which a story is told, the eye and mind through which the action is perceived. (See also narrator.)

- ◆ **Irony:** a contrast between appearance and actuality:
 - ◆ **Verbal irony:** a writer says one thing, but means something entirely different.
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PAPER 3 – WRITING SKILLS

In the English First Additional Language Examinations, Paper 3 – the Writing Paper – counts the majority of your marks (100 of the 250 marks). This is the paper where all your knowledge of the English language is tested, but it is also the paper that allows you to be yourself. The question paper consists of three sections:

Section A – Essay

ESSAY WRITING

This section is the most creative of the three sections.

The length of your essay should be between 250 to 300 words. You should edit your essay to ensure that it does not exceed 300 words.

(You can download the notes at: <http://www.education.gov.za/Curriculum/>

LearningandTeachingSupportMaterials(LTSM)/MindtheGapStudyGuides.aspx)

Different techniques can be used to start an essay. Consider the following interesting ways to start an essay:

1. “Ask the reader a question that does not require a response (Rhetorical question).”
2. Remember: a good essay sets the scene without being too explicit and it will let the reader work out the moral of the story. You need not force it upon the reader.
3. Once you have written your essay, it is vital that you edit it. Editing means that you read through your writing and make corrections. Nobody can write a flawless essay on the first try.

Editing check list

- Take the first paragraph and slowly work through it. Use the checklist:
- Circle all the full stops in the paragraph. Then:
- If there is only one – go back and find splices.
- A sentence may be a maximum 2 lines long.
- Fix long sentences.
- Look at the first word in each sentence.
For example:
- Start with a capital letter.
- -ing words – fix – the subject is missing
- Conjunctions – so, and, because, but – fix
- When – make sure there is a subject and verb.
- Check that I is written with a capital letter.
- Do not use & (ampersand) write the word out - and.

- Check for bad/informal words and habits and replace them with formal/
- Use Standard English words. See the following examples:
 Spelling of because (i.e. coz; ‘cause; cose; etc.)
 Gonna, wanna, dunno
 Whereby, wherefore

Some essay topics may require you to argue a point. These essays are called argumentative essays. With this type of essay, you need to present your personal opinion on the topic. You will try to convince your reader to feel the same way as you do about the topic.

ARGUMENTATIVE ESSAY

The argumentative essay presents only one side of the argument, yet you may show an awareness of the other side of the argument, but be able to counter it.

An argumentative essay consists of the following parts:

INTRODUCTION		<p>This includes a general statement (hook) and a thesis statement – You clearly state what position you are taking about the topic. Warning: Do not merely state that you agree with the topic. State the topic and your position. For example, do not say: I agree with the topic. It is not fair if you disagree because you are not considering the impact on others. Rather say: Smoking is dangerous to all people, smokers and non-smokers. Scientists have proven that smoking can have a negative effect on the health of non-smokers.</p>
B	1 st point of argument	Topic sentence + support to convince your reader to agree with your argument.
O	2 nd point of argument	Topic sentence + support to convince your reader to agree with your argument.
D	3 rd point of argument	Topic sentence + support to convince your reader to agree with your argument.
Y		
CONCLUSION		<p>This is a summary of your position and ideas. Summarise the ideas mentioned in the body of the essay. Provide a final thought. Warning: Do not introduce a new point of argument at this point.</p>

Hints for choosing a topic

Read all the topics. Write down a few ideas on each topic. Eliminate the topics that you do not understand or know very little about. Remember: you have to be able to write the required number of words on the topic without repeating yourself.

Underline all the keywords in the chosen topic to ensure that you do not miss important information.

Choose a topic that you fully understand. It is not wise to attempt to write on a topic you do not understand. You are surely going to lose marks due to misunderstanding or not addressing what is required of you.

Choose a topic that interests you. If you don't care about limiting cigarette advertising, don't select it as a topic for a persuasive essay. You'll have more to say, and you'll write better, on something you care about. Generally, if you choose a topic that is interesting to you, then your reader will find it interesting too.

If your essay requires knowledge, choose a topic about which you have sufficient information. Make sure you select a subject that you can develop with enough details.

After you've picked a topic, don't be afraid to change it if it isn't working out.

Teachers would rather you write a good essay than sticking to a topic that was a poor choice.

Hints for writing an essay

You should be familiar with the following types of essays:

- Narrative – to entertain or tell a story;
- Descriptive – to describe in a vivid manner;
- Discursive – to present arguments from differing viewpoints and draw a clear conclusion of your own;
- Argumentative – to argue a case for one side of a point to convince your reader of your opinion;
- Reflective – to describe an emotional reaction and feeling in a specific manner.

You should be familiar with the conventions of essay writing.

Your introduction is crucial. Avoid setting the scene for half of the essay – you have a limited number of words you can use to get your reader interested.

Choose a different perspective from which to write your essay. For example:

- When writing about school, write from the principal's perspective and not your own.

- Write as though you are an object, e.g. a chair or table.
- Write from a different perspective in time, e.g. write as though you are living in the future or the past.

A good conclusion does not introduce any new ideas, but links the information already written with the topic and introduction.

Use fresh and original images and descriptive words. Avoid too many idioms, as it makes your writing unoriginal. Avoid using inflated vocabulary – it may seem forced and not fit the context of the topic.

Marks for the essay will be awarded as follows:

- Content and Planning – organisation of ideas for planning; awareness of purpose audience and context, response and ideas; including originality, creativity and maturity. **(30 marks)**
- Language, Style and Editing – tone, register, style, vocabulary appropriate to purpose/effect and context; word choice; language use and conventions; punctuation, grammar and spelling. **(15 marks)**
- Structure – features of text; paragraph development and sentence construction. **(5 marks)**
- The total mark allocation is **50**.

Writing; Section B – Longer Transactional Writing;

LONGER TRANSACTIONAL WRITING

The length of your longer transactional text should be between 120 to 150 words. You should edit your writing to ensure that it does not exceed 150 words.

(You can download the notes at:

<http://www.education.gov.za/Curriculum/>

[LearningandTeachingSupportMaterials\(LTSM\)/MindtheGapStudyGuides.aspx](http://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials(LTSM)/MindtheGapStudyGuides.aspx)

In the examination, you will always be asked to write a letter. This could be either a formal letter or an informal letter. It is important that you have knowledge on both formats.

The Informal/Friendly Letter

What is a friendly/informal letter?

What is a friendly/informal letter?

A friendly/informal letter is something we write to people we know well. We write friendly letters to:

- Parents
- Grandparents
- Friends
- Classmates
- Teachers
- Neighbours

A friendly/informal letter consists of five main parts.

1. At the top is the heading. This includes the sender's address and the date at the top right-hand side of the page.
2. A greeting follows the heading and is usually "Dear ..."
3. The body of the letter includes a short introduction, one or two paragraphs and a short conclusion.
4. After the conclusion, you have to include a closing, such as "Yours sincerely".
5. The final part of your letter will be your name

Remember that you only use a friendly letter when writing to someone you know; therefore it is not necessary to use formal tone or formal address (such as title or surname).

The Formal Letter

A formal letter must be written in direct, simple English. The writer must keep in mind that the intended audience should understand what is communicated in order for the response to be positive.

The letter should be clear and straightforward: the recipient must not be left wondering what you are trying to say.

All letters should have an introduction, a body and a conclusion.

Take note of the following:

- There must be two addresses: the writer's and the recipient's.

- A formal salutation – Dear Sir, Dear Mrs Bukov, etc. - follows the recipient’s address.
- A title or subject line follows the salutation. This is a one-line summary of the letter and it should be underlined. The language register must be formal.
- The conclusion must also be formal – Yours faithfully / Yours sincerely – followed by the writer’s surname and initials.

Avoid:

- slang and colloquial language; contractions, abbreviations and acronyms;
- unsubstantiated accusations; threats that cannot be carried out; emotional language;
- Sarcasm; clichés; etc.

Hints for writing a Longer Transactional piece

You should be familiar WITH:

- Friendly/formal letters (request/complaint/application/business)
- Formal and informal letters to the press
- Curriculum vitae and covering letter
- Obituary
- Agenda and minutes of meeting
- Report
- Review
- Newspaper article
- Magazine article
- Brochure
- Speech
- Dialogue
- Interview

You should be familiar with the required format for each of these. Each transactional writing task requires a specific tone and register to suit the intended audience. Be familiar with the requirements of each type of text,

E.g. in a letter to the editor, you should only voice your own concerns and feelings and NOT request assistance or action from the editor.

Do not merely copy the information from the topic: elaborate and give specific details,

E.g. your youth group wants a donation – include the name of the youth group, what you want to do with the funds, how much money you need, how the company can pay over the funds, and any advertising opportunity for the company, etc.

Marks for the longer transactional writing piece will be awarded as follows:

- Content, Planning and Format – responses and ideas; organisation of ideas for planning; purpose, audience, features / conventions and context. **(18marks)**
- Language, Style and Editing – tone, register, style, purpose / effect, audience and context; language use and conventions; word choice; punctuation and spelling. **(12 marks)**
- The total mark allocation is **30**.

Section C – Shorter Transactional Writing.

SHORTER TRANSACTIONAL WRITING

The length of your shorter transactional text should be 80 – 100 words.

(You can download the notes at

<http://www.education.gov.za/Curriculum/>

[LearningandTeachingSupportMaterials\(LTSM\)/MindtheGapStudyGuides.aspx](http://www.education.gov.za/LearningandTeachingSupportMaterials(LTSM)/MindtheGapStudyGuides.aspx)

In the examination, you might have to produce one of the following:

- Advertisement
- Invitation card
- Flyer
- Poster

The main reason why candidates do poorly in these questions is that they do not write in full sentences, use less than 80 words and fill the page with pictures and illustrations.

Hints for writing a Shorter Transactional piece

You should be familiar with all the types of shorter transactional texts prescribed in the policy documents, i.e.:

- Advertisement
- Diary entry

- Postcard
- Invitation card
- Filling in forms
- Direction
- Instructions
- Flyer
- Poster
- Email

You should be familiar with the required format for completion each type of text.

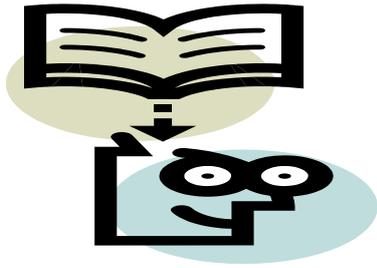
Each transactional writing task requires a specific tone and register to be adopted that is suitable for the intended audience.

Make sure you are familiar with the requirements of each type of text, e.g. with a diary entry, you should include a date / day, keep it personal, and express emotions and thoughts. If two diary entries are required, the total number of words for both (combined) should be 80 - 100 words, and each entry should have a date.

Do not merely copy the information from the instruction. Elaborate and give specific details, e.g. with a poster for an event, include the name of the event, the relevant information (including venue, date, dress, time and contact person), some detail about the event (such as guest speakers, entertainment, surprise guests), etc. The word count must still add up to 80 - 100 words.

Marks for the shorter transactional writing will be awarded as follows:

- Content, Planning and Format – responses and ideas; organisation of ideas, features / conventions and context (**12 marks**)
- Language, Style and Editing – tone, register, style, vocabulary appropriate to purpose and context; language use and conventions; word choice; punctuation and spelling (**8 marks**)
- The total mark allocation is **20**.



Remember:

- To use other previous question papers to supplement the activities in this booklet.
- The marking memorandum should help you check the accuracy of your answers.
- Revise the notes in this booklet to check where you may have gone wrong.
- Continue with this process until you can answer every question correctly.
- Use other province past question papers, answer similar questions and check the memoranda to ensure that you can answer them correctly.