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In this section, pay special attention to your grammar and spelling! The exam for Section C will test your knowledge of language structure; and Writing and editing skills. It will also test your visual literacy skills and your ability to critically analyse a text so that
you understand what is being communicated. In this section, you will learn the steps that will help you to write the advertisement, cartoon and language parts of the exam: Visual literacy Critical language awareness Analysing a cartoon Language awareness Analysing an advertisement, cartoon and language parts of the exam: Visual literacy Critical language awareness Analysing an advertisement, cartoon and language parts of the exam: Visual literacy Critical language awareness Analysing an advertisement Analysing Analysing Analysin
based on questions and answers from past exam papers. When answering the questions, you must: Read the exam instructions carefully so you understand how to answer them; and Answer them; and Answer them; and Answer them answering to the exam instructions. Pay
attention to your use of language, grammar and spelling. 1. Visual literacy A person who is literate is able to read and write. A person who is visually literate can make sense of images or pictures. Visual literacy is the ability to make meaning of information presented in the form of an image. In other words, if you are visually literate you
understand what the drawings in a cartoon, or the drawings or photographs in an advertisement, are communicating to you. In order to answer exam questions that are based on advertisements or cartoons, you need to be visually literate because advertisements and cartoons include both words and images (drawings or photographs). 2. Critical
language awareness To be critical when reading, viewing or listening means to analyse the material so that you can understand what is really being communicated. When you study advertisers use emotive (emotional) language and images to persuade us to
buy products. Stereotyping. A stereotyping. A stereotyping as a type, with no regard to the truth about the actual person or thing. The ideas that 'all children are noisy', 'women belong in the kitchen' or 'strong men don't cry' are examples of stereotyping. We know that not all children are noisy, women do not all belong
in the kitchen and many strong men do cry. Prejudice or bias. This is close to stereotyping. It is a way of thinking that makes us feel good or bad about them, no matter what the facts are. Racial, religious and political prejudices are very common. Lies. People often
lie to make you believe or do something, so we forget to ask: 'Is this the truth?' For example an advert may promise 'Our miracle diet pills will turn you from plump to slender in only three weeks.' You are not also told that you will lose weight only if you exercise and eat a healthy diet at the same time, and what, exactly, 'plump' and 'slender'
mean. Association. When two things are associated in your mind, you may feel that they 'go together'. For example, if you are told about beautiful people who use Whammo deodorant you will become like the beautiful people and have lots of fun. Even great
music in a TV commercial can persuade you that the product being advertised will make you feel as good as the music does. 3. Analysing an advertisement The purpose of advertising is to persuade someone to buy a product (for example food or clothing); or to do something (for example, to stop smoking or to vote in an election). Advertisements
also announce events (for example, Mandela Day or a sporting event) and inform the public about jobs or services that are available. To persuade: To try to convince a person to do something or to influence or guide a divertisements, and inform the public about jobs or services that are available. To persuade: To try to convince a person to do something or to influence or guide a divertisement, and inform the public about jobs or services that are available. To persuade: To try to convince a person to do something or to influence or guide a divertisement, and inform the public about jobs or services that are available.
which may be: Advertisements containing words and images in newspapers and magazines; Short advertisements; Posters on walls, or streetlight poles, or notice boards; Flyers (loose sheets of paper handed to people in the street or dropped into post boxes); and Catalogues (booklets
advertising all the products made by a particular company or sold by a particular store). Radio commercials Advertisements attract people's attention by: Using layout and colours which draw attention to specific words; Being amusing or clever; Featuring
attractive or interesting people and places; Using catchy slogans and phrases, for example, 'Betty's buns are better'; Promoting a bargain; and Playing interesting music (television and radio). When you study advertisements, think about: What is being advertised? How do I know? Who is likely to be interested in/ who would like to buy this
product? How do the designers of the advertisement try to make the product appealing? What is the meaning of the words they use? Why do they use these words? Why do they use these words? What is the meaning of the words they use? Why do they use these words? Why has this picture been chosen? If I had the money, would I buy this product? Why or why not? Terms related to
advertisements Slogan: Words that are linked to a product and that are easy to remember (for example, "Finger-licking good"). Logo: A visual design, sometimes including letters, words or symbols, that is the official sign of a company or organisation (for example, the Nike tick). Font: The style and shape of printed letters, often especially chosen for
emphasis in advertisements or cartoons. Target market: The type of people an advertisement is set out on the page so that certain words and pictures attract attention. Language use: The choice of words and ways of saying things
(for example, the use of slang to sell jeans to young buyers; formal language used to sell banking services to business people; dramatic language used to sell adventure equipment; repetition used to make the reader remember the message). Figures of speech: The use of metaphor, simile, hyperbole (great exaggeration), onomatopoeia, puns,
personification and alliteration (for example, hyperbole and alliteration used together: 'Shush, baby's sleeping, it's time for a soothing sip of rooibos tea'). Analysing advertisements To
answer questions about adverts you need to notice every detail of how the advert is presented. To answer questions on advertisement mean; and understand what is shown in the advertisement drawings or pictures; Pay attention to how the words and the pictures work together to
persuade the reader to buy a product or do what the advertisement suggests (for example, a road safety advertisement and the use of figures of speech.
Activity 4 Study the advertisement below and answer the set questions. Who is the advertisement supports each of the following claims: 'Full of Omega 3 & 6 seed goodness.' (2) 'Seeds are high in essential fats Omega 3 & 6, which are good for your
heart.' (2) How is the slogan, 'LOVE YOUR HEART', meant to influence the reader? (2) Does the advertisement tempt you to buy the product? Give a reason for your answer. (2) [10] Any Two of these answers to question 4 is an open-ended question, which means you should give your opinion. You must also
give areason for your view. Answers to Activity 4 1. It is aimed at people who want to increase the amount of Omega 3 & 6 in their diet < OR people who want to increase the amount of Omega 3 & 6 which one are health-conscious < OR people who want to increase the amount of Omega 3 & 6 which one are health-conscious < OR people who want to increase the amount of Omega 3 & 6 which of Ome
are very healthy and good for you/ heart. (1) 2. The picture emphasises how 'full' Flora is of 'seed goodness'. The seed man has a heart-shaped head. The Flora logo is heart-shaped.
Heart Foundation logo is a heart shape. The Flora tub bursting open emphasises the margarine's high seed/Omega 3 & 6 content. This emphasises that seeds are good for your heart. It is meant to persuade readers of the advert to buy Flora by convincing them that if they are concerned about their hearts they will use this product.

\( \sum (2) 4. Yes. It is a product which contains essential fats that we need/ are good for you. \( \sum (2)[10] \) When reading an advert, you must look at the picture and read the words. Activity 5 Study the advertisement below and answer the set questions. You

can answer 'yes' OR 'no' to the last question, but you must support your answer with a good reason. Who is the advertisement aimed at? Give a reason for your answer (2) Why are the following words expected to influence the reader: 'take your tastebuds
travelling to another world ...'? (2) Would this advertisement tempt you to buy Pyotts Romany Creams biscuits? Explain why. In your answer, you should focus on both the picture and two about the text. For more practice on
advertisements, go to these past exam papers: November 2011, page 8, Question 3 Feb/March 2012, page 8, Question 3 Feb/March 2013, page 8, Question 3 Feb/Ma
The advertisement is about chocolate biscuits. • OR The cups in the picture suggest this would be a good biscuit to have with a hot drink. • OR Chocolate biscuits are sweet. • (1) The big words emphasise the name of the biscuits.
✓✓(2) It convinces the reader that the product is very special and that this is a delicious biscuit. The taste is better than the ordinary tastes in this world. ✓✓(2) Yes. (Picture) The big picture and box make these biscuits look delicious. The cups in the picture suggest this will be a good biscuit to have with tea/coffee. ✓✓(2) AND (Text) The
advertisement promises these biscuits are 'irresistibly delicious' and that I will not be able to say no. The milk chocolate filling tempts me as I love chocolate. There is a promise that these biscuits have a unique taste and this will tempt me to buy them.
biscuits OR chocolate. Biscuits are unhealthy. 🗸 (2) AND (Text) The language used will not persuade me to buy the product. 🗸 (2) [14] 3.1 What is expected from you in the exam? In the exam, the
advertisement question is worth 10 out of 80 marks for Paper 1. The exam question will include an advertisement made up of words and images. You will be required to answer questions about this advertisement made up of words and images. You will be required to answer question will include an advertisement made up of words and images. You will be required to answer question will include an advertisement made up of words and images. You will be required to answer question will include an advertisement made up of words and images. You will be required to answer question will include an advertisement made up of words and images. You will be required to answer question will include an advertisement made up of words and images. You will be required to answer question will include an advertisement made up of words and images. You will be required to answer question will include an advertisement made up of words and images. You will be required to answer question will be required to answer questi
single drawing, often accompanied by words. A cartoon may be: Amusing, in order to draw attention to something the cartoonist wants people to think about (for example, an event that is in the news). A cartoon strip is a series of drawings where each separate drawing tells part of the story. Each separate
drawing is called a frame. The story in a cartoon strip usually builds up to, and ends with, a punch line. A punch line consists of the last few words and the drawing in the final frame contribute to the punch line. Like single cartoons, cartoon strips may
also be amusing or serious (or both). Cartoons and cartoon strips may use satire. Satire makes fun of people, especially public figures such as politicians, in order to criticise them. Cartoons may include people, animals or imaginary creatures, or all three. Cartoonists (people who draw
cartoons) may change or exaggerate some of the features of these figures. For example, people may have huge heads or skinny legs, animals may wear clothes and talk. A cartoonist commenting on current affairs may draw a person's head bigger than it is in real life, or emphasise his or her glasses, or his or her hair, for example
This is called a caricature. When you study cartoons or cartoon strips, think about the following: Is this meant to make me laugh or to think seriously about something, or to do both? What do I notice about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following: Is this meant to make me laugh or to think seriously about the following about the fol
about the punctuation? What connections can I make between the words and the drawings? Analysing cartoons To answer questions on cartoons, you need to: Understand the 'message' or point of a serious cartoon (i.e. one that is making a comment about something in society that the cartoonist is concerned about) and understand the joke in an
amusing cartoon; Understand that the way people, animals or objects are drawn in the cartoon (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; and Understand how
punctuation is used to affect the meaning of the cartoon. Read and analyse cartoons whenever you get the chance! Activity 6 Carefully look at the cartoon is Fred. Each of the frames in the cartoon is numbered as questions are asked about a particular
frame. Refer to frames 1 and 2 of the cartoon. How does the cartoonist show that the man's body language means the expression on his face and what he is do ing with his hands. Refer to frame 3. Why are the words "'MY CHAIR!'"
repeated? (1) Refer to frame 4. Choose the correct answer to complete the following sentence. Write down only the question number (3) and the letter (A - D). The sentence "I switched off ages ago!" suggests that the dog is ... indifferent. self-conscious. embarrassed. guilty. (1) Do you find this cartoon humorous? Give a reason for your answer
(2) [8] Humorous: Funny or amusing; something that makes you laugh. HINT! Your answer must focus on both the image and the words for 4 marks. To scold: To tell someone in an angry way that they have done something wrong. Indifferent: Not interested or not carring about something. Answers to Activity 6 In the picture: To show he is
angry with the dog, the man waves a finger or hand at the dog in frames 1 and 2. • He also has an angry look on his face. • (2) ANDIn the words: The exclamation marks in both frames suggest that he is using an angry tone or shouting at Fred. • The use of capital letters suggests that he is angry. • The man is scolding Fred and telling him what he has
done wrong. \checkmark(2) The words "MY CHAIR" are repeated to show how angry the man is with Fred. \checkmarkOR The man wants fred to feel really sorry for what he has done. \checkmarkOR The man wants to emphasise to Fred that the chair belongs to him — not to Fred. \checkmark(1) A/indifferent \checkmark(1) Yes. The dog stopped listening a long time ago, just as humans often
do. 🗸 OR Yes. Whatever the man is saying will have no effect on Fred, just as parents' words often do not have an effect on their children. 🗸 commentcommentOR Yes. The man is becoming very angry but the dog stopped listening a long time ago. 🗸 Comment of the dog because its master does not treat it well. 🗸 (2) [8] To get marks,
always give a reason for a 'YES' or "NO" answer. Activity 7 Read the cartoon below and answer the questions that follow. Note: In this cartoon, the man is Hägar and his dog is Snert. Refer to frame 3. To whom does the phrase "MY SOMEONE" refer? (1) Refer to frame 4. Name TWO ways in which the cartoonist shows the reader that the dog is
very hungry. (2) Refer to frame 8. How does the dog feel at this point? (1) How do you know this? Mention TWO points. (2) Explain how this cartoon makes you feel about Hägar. (2) Do you think the cartoon conveys an important message to readers? Give a reason for your answer. (2) [10] NB: To answer HINT! question 2, look at the dog's
face. Also look at what is written in bold type and the punctuation in his thought bubble. Questions 4 and 5 are open-ended questions. An open ended question requires you to give your own opinion. Support your opinion with a strong reason. Answers to Activity 7 The word refers to Hägar, the dog's owner. (1) The word "STARVED" is written
in bold font for emphasis. The exclamation mark emphasises the dog's hunger. The dog thinks his master has forgotten his dinner again. The expression on the dog's face suggests he is sad. (2)
                                                                                                                                                                                                                                                                                                                                  He is very happy and full of love for his owner. (1) His legs are off the ground, suggesting he is running after his master in
excitement. The heart shape above his head suggests he is very happy/ loves his master. His helmet has flown off his head, suggesting the speed at which he is following Hägar. (2) I feel angry and disturbed that he shows no care or concern for his dog, which depends so much on him.
pets. 🗸 OR Yes. The comment being made is that people often take care of their own needs and neglect their pets. 🗸 OR No. The cartoon below and answer the questions. Note: In this cartoon, Andy is the man in the striped jersey and Chalkie is his friend. NB To answer both parts
of question 3, look at what the men are wearing and what is in the background of frame 1. Refer to frame 1. Identify the sport that Andy and Chalkie are talking about. (1) Give TWO reasons for your answer to QUESTION 1. (2) Refer to frame 1. Identify the sport that Andy and Chalkie are talking about.
 ... affection. despair. jealousy. anger. (1) Give a reason for your answer to QUESTION 3a. (1) How do Chalkie's body language AND facial expression support his words? (2) Do you think Chalkie's apology has had any effect on Andy throughout the cartoon? Give TWO reasons for your answer. (2) Refer to frame 2. Why is the word STOP written in
bold capital letters? (1) [10] To answer question 5, look at what Andy says with words AND his body language. Any TWO of these answers to question 2, 4 and 5 will earn you 2 marks Answers to Activity 8 soccer/football • (1)
                                                                                                                                                                                                                                                                                                                                                                        goal posts in frame ✓ corner flag ✓ soccer boots ✓ soccer clothes ✓ use of the words 'goalpost' and 'goalie' ✓
                     D/anger (1) Chalkie made them lose the match. (1) Body language: An outstretched hand suggests that Chalkie is pleading. His shoulders are slumped and his arm is hanging limply. Facial expression: His eyes are looking downwards. His mouth is drooping and turned down. (2) 5. No. Andy
never faces Chalkie. OR No. His facial expression does not change. OR No. Andy keeps his arms folded OR No. And No
Question 4 Feb/March 2013, page 10, Question 4 4.1 What is expected from you in the exam? In the exam? In the exam? In the exam question will be required to answer all the questions about this cartoon. The exam is two hours long and you
should spend about 10 minutes on the cartoon question. 5. Language This part of Section C is a challenge to prepare for because the examiners test your knowledge of many different aspects of language. Grammar Punctuation Vocabulary Spelling Abbreviations In the exam, these aspects of language will be tested by answering questions based
on: A word extract; and A picture with a short text. This section focuses on the following aspects of grammar, punctuation and vocabulary: 5.1 Verb tenses 5.2 Subject/verb agreement (concord) and singular/plural conversion 5.3 Verbs in active and passive voice 5.4 Question tags 5.5 Direct and indirect speech (reported speech) 5.6 Negative
sentences 5.7 Combining two short sentences into one longer sentence 5.8 The apostrophe: when and how to use it 5.9 Prepositions 5.10 Vocabulary The meanings of words; knowledge of different forms of the same word; spelling of words.
your language skills, read as much English as possible. Reading will improve your grammar, punctuation, vocabulary and spelling. Also work through this section carefully. It will help you to revise many rules of language. 5.1 Verb
tenses Several of the questions require you to know how the different tenses of verbs are formed (for example, those on question tags, active and passive voice, reported speech.) It is a good idea to revise the different forms that a regular
verb may take in the active voice. 'to walk' Present Past Future Conditional Simple I will walk. He/she would walk He/she would walk. I would walk He/she would walk He/she would walk He/she would walk. I would walk He/she would walk. I would walk He/she walk
be walking. Perfect I have walked. He/she has walked. He/she has been walking. I had been walking. I had been walking. I will have been walking. I will have been walking. He/she had been walking. I will have been walking. I will have been walking. He/she had been walking. I will have walked. I will have walked. I will have been walking. I will have walked. I will have walked. I will have been walking. I will have walked. I will have wal
will have been walking. I would have been walking. He/she would have been walking. He/she would have been walking. There are also many irregular verbs, including commonly used verbs such as 'to be', 'to eat', 'to eat
language textbook and by noticing them whenever you read. For the past tense of a regular verb, add 'ed' to the end of the present tense of 'I eat' is 'I ate'. Worked examples: Verb tenses Sometimes an exam guestion requires knowledge of the
correct form of the verb in a particular tense. Rewrite the following sentence in the past tense: She's healthy and I loved her. (2) In the past tense is formed by adding
'ed'. Because 'love' already ends in 'e', only the 'd' is added. Rewrite the sentence in the future tense: She has received numerous humanitarian awards. (1) The future tense requires the use of 'will' with the base form of the verb ('receive'). Rewrite the following sentence in the
present tense: I wanted to say I was in awe of him. (2) Correct answer: I want to say I am in awe of him. (2) This question is for 2 marks because two verbs need to change. In this case 'wanted' becomes 'unit of the irregular verb 'to be'). If the question
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 a sentence is a noun, a pronoun, or a phrase (a group of words without of the sentence is plural). The subject of the sentence is a noun, a pronoun, or a phrase (a group of words without of the sentence is plural).
a verb) which includes a noun. For example: The policeman (noun) arrested the robbers. The tall, strong policeman (phrase) arrested the robbers. The exam will test your knowledge of this part of English grammar in two ways: By asking you to rewrite a singular sentence in plural form. By asking you to correct
question 1 is worth 4 marks, so you need to make four changes in the sentence. That mother and baby still move in my thoughts. (4) Correct answer: Those mothers and babies still move in our thoughts. To answer correctly you need to know the following: The plural form of 'this' is 'these'; and the plural form of 'that' is 'those'. To form the
plural of 'mother', just add 's'; but to form the plural of 'baby', change the 'y' to 'ies'. Although 'thoughts' is already in plural first person) to 'our' (plural first person). 2. Correct the single error in the following sentence: ... my heart was in my throat and a
 thousand thoughts was racing through my mind. (1) Correct answer: ... my heart was in my throat and a thousand thoughts were racing through my mind. The noun 'thoughts' is plural, therefore it must be followed by the plural form: The Minister of
Education worked tirelessly. (1) Correct answer: The Ministers of Education worked tirelessly. The only change you can make to this sentence is to the number of ministers in the subject. Education is for one mark, so this means
only one change is required. 4. Correct the single error in the following sentence: However, it is possibly due to her warm personality that she make an impact on people. (3) Correct answer: However, it is possibly due to her warm personality that she make an impact on people.
verb. In English, when the subject is third person singular (for example, he, she, it, Jabu, Cindy) in the present tense, the verb always ends in 's'. 5. Correct the single error in the following sentence: His face were still partially paralysed and he spoke in a soft
voice. 'His face' is a singular subject and so the correct singular past tense form of the verb 'to be' is 'was'. "Were" is the plural form. 6. Correct the single error in the following sentence: Robert Phipps, a body language expert, tells you how
to interpret these non-verbal clues. To answer correctly you need to know that 'non-verbal clues' is plural, so the correct form is the plural 'these', not the singular 'this'. 7. Correct th
conversation. 'Body language' is singular (i.e. language, not languages) and the sentence is in the present tense form of the verb must be used ('makes'). (1) 8. Rewrite the following sentence in the plural form: When a person is lying, he tends to become generally less expressive. (4) An example of the verb must be used ('makes').
question may ask you to correct the single error in a sentence. This will often be a concord error. Correct answer: When people are lying they tend to become generally less expressive. The singular subject ('a person'; 'he') must become generally less expressive. The singular subject ('a person'; 'tend'). Activity 9 1.
Correct the single error in each of the following sentences: 1.1 His younger brothers walk to their primary school but Sipho is looking for a Saturday job so that he can afford this higher fares. (1) 2. Rewrite the following sentences in the plural
form: 2.1 In the procession, the princess walks behind the king and queen. (4) 2.2 The conference is being hosted by a government department. (2) [9] Answers to Activity 9 1.1 His younger brothers walk to their primary school but Sipho is
looking for a Saturday job so that he can afford these higher fares. <2.1 In the processions, the princesses walk behind the kings and queens. < (2) [9] 5.3 Verbs in active and passive voice A verb is in the active voice when its subject does the action. For example: 'The
striker scored a goal.' The subject is the striker and the striker and the striker is doing the action. To find the subject of a verb ask who or what does the action. A verb is in the passive voice when the subject of a verb ask who or what does the action. The goal was scored by the striker.' When a sentence is written in passive voice when the subject of a verb ask who or what does the action. To find the subject of a verb ask who or what does the action. The goal was scored by the striker is doing the action. The goal was scored by the striker and the subject of a verb ask who or what does the action. The goal was scored by the striker is doing the action in the passive voice when the subject of a verb ask who or what does the action in the goal was scored by the striker.'
goal was scored.' Four steps to change a sentence from active voice to passive voice. Underline the verb in the sentence into a Subject. The verb in the passive voice to passive voice. Underline the verb in the passive voice to passive voice to passive voice to passive voice. Underline the verb in the passive voice to passive voice. Underline the verb in the passive voice to passive voice. Underline the verb in the passive voice to passive voice voice to passive voice to passive voice to passive voice to passive voice v
example, 'I was stung by a bee'.) When you are asked to change a sentence from one voice: The striker is scoring a goal. Passive voice: A goal is being scored by the striker. Perfect tense Active voice: The striker has scored
a goal. Passive voice: A goal has been scored by the striker. Simple future tense Active voice: The striker will score a goal. Passive voice: A goal will be scored by the striker. Hint/example: 'I kicked the ball.' I am the subject, the ball is the object and kicked is the verb. This is the active voice. For the passive voice: A goal will be scored by the striker.
the ball. The sentence becomes: 'The ball was kicked by me.' Worked examples: Active and passive voice 1. Rewrite the following sentence in the passive voice starting with the given word (or words): 1.1 Money provides financial freedom. Correct answer: Financial freedom is provided by money. 1.2 Robert is
training someone every week. Start with: Someone... Correct answer: Someone is being trained by Robert every week. 1.3 The 18-year-old had developed by the 18-year-old. 2. Rewrite the following sentence in the active voice starting with
the given word (or words): 2.1 Graça Machel is admired greatly by the people of Mozambique. Begin your answer with: The people Correct answer: The people of Mozambique greatly admire Graça Machel. Activity 10 Write down what you have noticed about the ways in which a sentence written in the active voice changes when it is written in
the passive voice. (4) Rewrite the following sentence in the passive voice starting with the given word (or words): 2.1 Thomas Edison invented two men yesterday in connection with a car hijacking. Two men ... (1) 2.3 The Umlazi high school choir won first prize in an
 international school choirs' competition. First prize .... (1) Rewrite the following sentence in active voice starting with the given word (or words): 3.1 Four rhinos were found dead by members of an anti-poaching unit. Members ... (1) 3.2 Unusually heavy rainfall has been experienced this year in the Eastern Cape. The Eastern Cape... (1) [9]
Answers to Activity 10 1. The order of the words in the sentence changes. • When a sentence is written in passive voice it is often necessary to add a preposition such as 'by'. Verbs in the active form have fewer words than they do in the passive form. • The same tense and form of the verb (for example, present, past, continuous) is used in both therefore the verb (for example, present, past, continuous) is used in both therefore the verb (for example, present, past, continuous) is used in both therefore the verb (for example, present, past, continuous) is used in both therefore the verb (for example, present, past, continuous) is used in both therefore the verb (for example, present, past, continuous) is used in both therefore the verb (for example, present, past, continuous) is used in both therefore the verb (for example, present, past, continuous) is used in both therefore the verb (for example, present, past, continuous) is used in both the verb (for example, present, past, pa
active and the passive voice sentences. 🗸 (4) 2.1 The electric light bulb was invented by Thomas Edison. 🗸 (1) 2.2 Two men were arrested yesterday in connection with a car hijacking. 🗸 (1) 2.1 The electric light bulb was invented by Thomas Edison. 🗸 (1) 2.1 The electric light bulb was invented by Thomas Edison.
rhinos. 🗸 (1) 3.2 The Eastern Cape has experienced unusually heavy rainfall this year. 🗸 (1)[9] 5.4 Question tags In English, questions can be asked in various ways. For example, this can be done by putting one of the 'W-H' words ('Who', 'What', 'Where', 'When', 'Why') or 'How' at the beginning of a sentence. Another way of asking a question is by
adding what is called a question tag at the end of a statement. Contraction: A shortened form of a word; or two words that are combined into one. For example, 'doesn't' is a contraction of 'does not'. A question tag comes at the end of a question, doesn't it? There are many ways that a sentence written as a statement changes when a question tag
is added to it: If the verb in the statement is in the negative form, the verb in the tag is in the negative form. Statement: The blind immigrants were treated badly
Question: The blind immigrants were treated badly, weren't they? When the verb in the tag is in the negative form, it is written as a contraction: 'weren't' is correct but "were not" is incorrect in a question tag. The verb in the question tag must be in the same tense. For example: Graça Machel is a really wonderful
person, isn't she? Here, both verbs are in present tense. Sometimes a different verb needs to be used in the question tag. For example: Most people cross their arms if they are feeling defensive, don't they? The subject in the statement changes to a pronoun in the question tag. For example: The blind immigrants were treated badly, weren't they? A
singular pronoun is used for a singular subject and a plural pronoun is used for plural subject. There must be a comma before the start of the question by filling in the blanks. Cyclists should ride in single file on the road, ... ... (1)
The traffic police were very busy at the big cycle race, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) Professional cyclists shouldn't have to struggle for sponsorship, ... ... (1) Professional cyclists shouldn't have to struggle for sponsorship, ... ... (1) The Tour de France cycle race, ... ... (1) Professional cyclists shouldn't have to struggle for sponsorship, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) Professional cyclists shouldn't have to struggle for sponsorship, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) Professional cyclists shouldn't have to struggle for sponsorship, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years, ... ... (1) The Tour de France cycle race has been run for 100 years has been run for 
they? 🗸 (1) 2. The traffic police were very busy at the big cycle race, weren't they? 🗸 (1) 4. Professional cyclists shouldn't have to struggle for sponsorship, should they? 🗸 (1) 5. Racing bicycles cost a great deal of money, don't they? 🗸 (1) [5] 5.5 Direct and indirect
speech Direct speech refers to the actual words spoken or written by someone. When someone else uses these exact words, that person 'quotes' them. Indirect speech is also called reported speech is also called reported speech. The words are put in 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 and reported speech. Nosipho said that her family would be going to
a soccer match the following Saturday. Here are the differences between the two sentences: The comma and the quotation marks are not used in reported speech. (In this example, 'will' changes to 'the following'.) The time word changes to 'the following'.)
'that' is used to introduce the new version of the words which were spoken. Rules for changing direct speech to indirect (reported) speech. He says: 'I am sorry.' Reported speech: He says (that) he is sorry. In sentences that start with a present tense verb, only the pronouns change. For example: Direct speech in sentences that start with a present tense verb, only the pronouns change. For example: Direct speech in sentences that start with a present tense verb, only the pronouns change. For example: Direct speech in sentences that start with a present tense verb, only the pronouns change.
tense verb, the tense becomes one tense 'older'. The pronouns and time words also change. For example: Direct speech: He said: 'I am sick.' Reported speech: He said (that) he was sick. In reported speech there are no quotation marks, but you add a conjunction such as 'that' or 'whether'. For example: Sibongile asked whether I would be going to
the party. The tenses 'backshift' (go back in time) as follows: The simple present tense changes to the past tense. For example, go /goes becomes walked. The past simple tense changes to the past tense changes to the past tense. For example, go /goes becomes walked. The past simple present tense changes to the simple past tense changes to the past tense.
to the past perfect tense. For example, has gone becomes had gone; has walked becomes had walked becomes their. 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, tone and expression are sometimes shown through the use of words. For example: Direct speech, tone and expression are sometimes shown through the use of words.
Time words change. For example: 'now' becomes 'the week/month/year' becomes 'the next day' 'last week/month/year' becomes 'the following week/month/year' becomes 'the week/month/year' becomes 'the following week/month/year' becomes 'the week/month/year' becomes 'the following week/month/year' becomes 'the next day' 'last week/month/year' becomes 'the following week/month/year' becomes 'the following week/month/year' becomes 'the week/month/year' becomes 'the following week/month/ye
reported speech does not. Worked examples: Direct and indirect speech e.g. The number of marks after each question tells you how many changes you must make in the sentence. Rewrite the following sentence in reported speech: The young lady said, "I can't give my baby a good life here." (4) Correct answer: The young lady said that she
couldn't give her baby a good life there. Graça Machel said, "It is something you give a young girl that could never be taken away." (3) Correct answer: Graça Machel said that it was something you give a young girl that could never be taken away." (3) Correct answer: Graça Machel said, "It is something you give a young girl that could never be taken away." (3) Correct answer: Graça Machel said that it was something you give a young girl that could never be taken away."
Correct answer: He wanted to say that he would never forget him (OR her) parents and the sacrifices they had made. Yesterday Robert Phipps said, "Mary, your eyes are the windows to her soul. Activity
12 Rewrite each of the following sentences in reported speech: Nompumelelo said, "My favourite TV programme is Muvhango." (3) Mpumi said, "The story has too many characters for me and so I get confused." (3) "Are you planning to watch the programme even though it's confusing for you?" Thulani asked. (5) "It will depend on whether you can
help me understand these characters," Mpumi replied. (6) [17] Answers to Activity 12 Nompumelelo said that \(\nsigma\) too many characters for her and so she got \(\nsigma\) confused. (3) Thulani asked whether \(\nsigma\) she \(\nsigma\) was planning \(\nsigma\) to watch the programme even
though it was confusing for her. (5) Mpumi replied that tit would depend on whether he depend on whether he vit would depend on whether he vit would help her vit would vit would vit would depend on whether he vit would vit would vit would help her vit would vit woul
a positive statement changes when it is written in the negative: Two words need to be added: (i) a form of the auxiliary verb 'do'; and (ii) 'not'. An auxiliary verb is used with another verb to form negative sentences or questions or tenses. In English, the auxiliary verb is used with another verb to form negative sentences or questions or tenses.
same as the tense of the verb in the positive sentence. For example, 'understands' becomes 'does not understands' becomes 'does not excludes' 
tense, the third person singular form of the auxiliary verb 'do' is 'does'. Note: In English, the auxiliary or helping verbs are be, have and do. Worked examples: Negative sentences Rewrite the following sentence in the negative: The child belongs with her mother. Correct answer: The child does not belong with her mother. She became a Dame
Commander of the Order of the British Empire. Correct answer: She did not fail me. Correct answer: She did not fail me. Robert understands body language very well. Correct answer: Words failed me. C
vegetables. Correct answer: A well-balanced diet does not exclude vegetables. Activity 13 Note that the negative of a sentence DOES NOT always mean the opposite would be: 'He always does his work.' The negative is:'He doesn't ever do his work.' The negative is:'He doesn't ever do his work.' The opposite would be: 'He always does his work.' Rewrite each of the
following sentences in the negative: The guitarist plays very well. (1) She seems to be really enjoying herself. (1) Last week the group played in Cape Town. (1) They travelled there by bus. (1) She does not seem to be really enjoying herself. (2) Last week the group played in Cape Town. (3) They travelled there by bus. (4) She does not seem to be really enjoying herself. (5) Answers to Activity 13 The guitarist does not play very well. (7) She does not seem to be really enjoying herself. (8) Last week the group played in Cape Town. (9) They travelled there by bus. (1) They travelled there by bus. (2) They travelled there by bus. (3) They travelled there by bus. (4) They travelled there by bus. (5) They travelled there by bus. (6) They travelled there by bus. (7) They travelled there by bus. (8) They travelled there by bus. (1) They travelled there by bus. (2) They travelled there by bus. (3) They travelled there by bus. (4) They travelled there by bus. (5) They travelled the bus and the bus at th
herself. (1) Last week the group did not play in Cape Town. (1) They did not travel there by bus. (1) Most musicians do not earn a great deal of money. (1) [5] HINT: It is best not to use contracted forms when making the sentence negative. For example, use 'cannot' rather than 'can't' 5.7 Combining two short sentences into one longer
sentence 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. Here are some ways to join two sentences into a longer one: When two sentences are combined, pronouns are used in the second part of the sentence. A
sentence can be combined with the word 'but'. For example: The mother loved her child dearly but poverty forced the mother to give him/her up for adoption.' Combine sentences using the word 'who'. For example: Miriam Makeba was one of the
greatest performers South Africa has ever produced. Miriam Makeba spent many years in exile'. A complex sentence always has two clauses: a main and a subordinate (secondary) clause. Miriam Makeba was one of the
greatest performers South Africa has ever produced is the main clause as it can stand alone. When you use 'who' instead of 'Miriam Makeba' in the second sentence, it becomes who spent many years in exile which is a subordinate clause as it cannot stand alone. When the subordinate clause comes between the subject ('Miriam Makeba') and the
verb in the main clause ('spent') there must be a comma immediately before and immediately before an immediately before
graduation. Mark was feeling great. becomes 'When I saw Mark again after his graduation, he was feeling great.' Combine sentences into a single sentence starting with the word 'if'. For example: Your health will improve.' NOTE: A combined sentence is also
called a complex sentence. A clause: A group of words that contains a verb. In the second part of this sentence, use a pronoun example: ("he") instead of repeating the word 'although': The organisers expect many people to attend the concert. The
tickets are expensive. (2) Never combine two sentences by just using a comma. Look carefully at the examples of the joining words used on pages 54 and 55 to combine two sentences. Combine two sentences into ONE complex sentence, using the word 'which': The province of KwaZulu-Natal is popular with tourists. The province has
beautiful beaches, game reserves and majestic mountains. (2) Combine the following sentences into a single sentence, using the word 'if': You exercise every day. You will get fit. (2) Combine the following sentences into a single sentence, using the word 'if': You exercise every day. You will get fit. (2) Combine the following sentences into a single sentence, using the word 'if': You exercise every day. You will get fit. (2) Combine the following sentences into a single sentence.
following sentences into ONE complex sentence, using the word 'that': The team won the race in record time. The team won the race in record time sentence, using the word 'that': The team won the race in record time. The team won the race in record time.
beaches, game reserves and majestic mountains, is popular with tourists. 🗸 OR The province of KwaZulu-Natal, which is popular with tourists, has beautiful beaches, game reserves and majestic mountains, is popular with tourists, has beautiful beaches, game reserves and majestic mountains, is popular with tourists.
the party they felt sick. 🗸 OR After they ate a lot of cake at the party the children felt sick. 🗸 (2) The team that won the race in record time has been training with an Olympic sprinter. won the race in record time has been training with an Olympic sprinter.
the apostrophe sign (') is used for two purposes: Firstly, the apostrophe is used to show that letters have been left out (for example, 'do not' becomes 'I'll'; 'it is' becomes 'I'll'; 'I'll
to show that something relates to or belongs to or is possessed by someone or something (e.g. 'Sam's book'; 'the players' uniforms'). In this case the apostrophe why has an apostrophe been used in the underlined word in the following sentence?
Mpho's commitment to education comes from her training as a teacher. Answer: It shows that the commitment to education belongs to Mpho' was Mpho's own (shows ownership). Rewrite the underlined contracted word in full: When Mark needed to spell a word, he'd nod 'yes'. Answer: he would. (The first verb in the sentence ('needed') is in the
past tense, so the word that you write needs to be in the past tense, as part of the verb 'nod'.) Correct the SINGLE error in the following sentence Most of us are comfortable with a few seconds' eye contact. ('Seconds' eye contact. ('Seconds' eye contact. Answer: Most of us are comfortable with a few seconds' eye contact.)
apostrophe to indicate belonging/possession must come after the 's'.) Correct the SINGLE error in the following sentence: 'Have one of these,' says the tall man, popping open a pod and shaking it's contents into my hands. (In this sentence, 'Have one of these,' says the tall man, popping open a pod and shaking it's contents into my hands.
 'its' does not mean 'it is'. It is a pronoun and therefore the word does not have an apostrophe.) HINT: Note that 'it's' is written with an apostrophe because 'its' does not mean 'it is' here. Activity 15 Correct the SINGLE error in each of the
following sentences: Please collect the childrens' medicine from the clinic. (1) 'Mr President, its a great pleasure to meet you,' the young girl said. (1) The doctors husband does the accounts for her practice because he is an accountant. (1) 2. Rewrite only the underlined word in the following sentences in full: I wish you'd asked me. (1) I could've
 given you a lift. (1) Next time we'll do that. (1) You can't rely on the bus being on time. (1) You're right about that! (1) [8] Answers to Activity 15
pleasure to meet you,' the young girl said.3 (In this sentence 'it's' is a shortened (contracted) form of 'it is'.) The doctor's husband does the accounts for her practice because he is an accountant. 

(The 'doctor's husband' means the husband of the doctor - ownership is shown by means of the apostrophe.) (1) 2 you had 
(1) could have 
(1) we have 
(1) we have 
(2) we have 
(3) we have 
(4) we have 
(5) we have 
(6) we have 
(7) we have 
(8) we have 
(8) we have 
(9) we have 
(1) we have 
(1)
will \checkmark (1) cannot \checkmark (1) you are \checkmark (1) [8] 5.9 Prepositions A preposition is a kind of linking word. Prepositions link nouns with other nouns, or pronouns. They are used to express several kinds of meaning. Here are some examples of prepositions: Possession (having): The books of the student (books and student are linked). The house with a red roof
(house and roof are linked). Time: Two days before the weekend ('days' and 'taxi rank' are linked). A metre to the left ('metre' and 'left' are linked). Direction: She is under the table ('she' and 'table' are
 linked). The furniture beside the window ('furniture' and 'window' are linked). Place: The party at my house ('party' and 'house' are linked). Hint: An easy way to remember prepositions is to think of the word position: where people and things are in relation to one another. Worked examples
 Prepositions. Choose the correct word from those given in prackets: The quards of the security company had to appear (in/defore) court the next day. Answer: in (This is a tricky question! The peropie (lawyers)
judges, etc.) and then the correct answer would be 'before the court'.) Choose the correct word to complete the following sentence: His
parents insisted he was a fighter; he would get through this and go onto attend university. Answer: His parents insisted he was a fighter; he would get through this and go on to attend university. (When it is written as one word, the preposition 'onto' describes movement to a position on the surface of something: 'The cat jumped onto the table'.)
Complete the following sentence by writing down only the missing word: Research has shown that a diet without meat is associated ... a lower risk of diabetes, heart disease, hypertension and some cancers. Answer: with (In English, the word 'associated with
exercise are increased fitness and improved sleeping habits.') Hint: The more you read English, the more practice you will get in using preposition 'at' is used for a particular place, for example, 'at my house' or 'at the club house'. Activity 16 Choose the correct
word to complete the following sentence: The money was hidden
                                                                                                          the mattress. Choose the correct word to complete the following sentence: My sister will come
                                                                                                                                                                                                                                                                  me to the meeting. Choose the correct word from those given in brackets: The meeting will be held (at / in) Johannesburg on Saturday. (1) [3] Answers to Activity 16 a. under 🗸
(1) c. with (1) 3. in (1) 3. in (2) 3. 10 Vocabulary The meanings of words; knowledge of different forms of the exam there are usually some grammar questions that require you to know. The meaning of particular words; How a word changes its form as a noun, verb, adjective
or adverb. For example, 'competition' (noun); 'compete' (verb); 'competitive' (adjective); 'competitiv
and pronounced the same way, but with different meanings); and What abbreviations and acronyms stand for. Worked examples: Vocabulary Correct the SINGLE error in the following sentence: 'She's healthy and I love her,' she continued calmly. (The word 'calm' is an adjective, but in
this sentence the adverb 'calmly' is required because it describes how the woman continued speaking, i.e. it adds further information to the words in brackets: According to t
many babies at the centre. The degrees of comparison for the adjective 'beautiful' are: beautiful' must be used: 'most beautiful' are: beautiful' must be used: 'most beautiful' are: beautifu
though the class was often rowdy. Answer: The teacher never lost patience, even though the class was often rowdy. ('Patients' and 'patience' have been confused because they are homophones (words which sound the same but are spelt differently and Question 4 tests your dictionary skills!have different meanings). Choose the correct dictionary
entries from the following list to complete the sentence below. immobile adj. 1. not moving 2. not able to move DERIVATIVES immobilisation n Mark's illness caused him to become (a) ... . However, this (b) ... did not prevent him from being successful. Answer:
(a) immobile (b) immobility Correct the SINGLE error in the following sentence: If you are training someone, it is useful to know how his mind works. (The word 'full' (meaning containing as much or as many as possible) is spelt with a double 'll'. Words that end in 'full' for
example, 'useful', 'beautiful', 'beautiful', 'beautiful', 'dreadful', 'wonderful' have only one 'l'.) Give the correct form of the words in brackets: Robert Phipps has (information' has to change to 'informed'.) Give the
correct form of the words in brackets: Having enough money makes you (a) (independence). The more money you have, the (b) (happy) you might be. Answer: (a) independent is correct because the comparative form of the adjective 'happy' is needed - 'the
more... the happier'.) Activity 17 Correct the single error in the following sentence: After the call he said: "Now, where were we?" as if he'd just orded a cup of tea. (1) Give the correct form of the words in brackets: (Adopt) a child requires a great deal of love, commitment and (responsible). (2) Correct the SINGLE error the following sentence:
Graca Machel is the only women in history ever to be married to two presidents. (1) Give the part of speech of the underlined word in the following sentence. Write down only the question number (4) and the letter (A-D). She campaigned endlessly to improve the literacy rate of children in her country. Noun Verb Adverb Adjective (1) Give the
correct form of the words in brackets: Machel believes that (education) girls is very important. (1) Rewrite the underlined abbreviation in the following sentence: He stopped eating meat. Use a homophone for the word 'meat' in a sentence of your own. (1)
Form suitable nouns from the words in brackets: She sees expensive items in her (a) (imagine), but she must remember that she cannot buy (b) (happy). (2) [10] Answers to Activity 17 After the call he said "Now, where were we?" as if he'd just ordered a cup of tea. • (1) Adopting, responsibility • • (2) Graça Machel is the only woman in history
ever to be married to two presidents. (1) C (1) educating (1) I will meet you at the post office (2) (In English, many abstract nouns, such as 'imagination' and 'happiness', end in '-ion', '-tion' or '-ness'.) [10] HINT: Grow your
vocabulary! The more words you know, the more you will enjoy reading. 5.11 Language and editing skills in context In the language and editing section of the exam, you will be tested on your grammar, punctuation and vocabulary skills by answering questions based on: A prose (word) extract; and A picture with a short text. Here is an example
of a prose extract and a picture question from a past exam paper. Activity 18 Read the following passage, which contains some deliberate errors, and then answer the questions. HINT! Check each language aspect to find the errors in question 2. They may be spelling, punctuation or concord errors. WHY KINDNESS IS GOOD FOR YOU The idea
of a universal bond of sharing connects all humanity - ubuntu - is as old as the hills in black South African culture. Imagine, for a minute, a world were everyone is just a little kinder. When you are trying to merge into traffic, someone let's you in. At the supermarket, you allow a person in a hurry to go ahead of you in the 5 checkout queue. You get
back to your car and find someone have put money in the parking meter. A new theory called "survival of the nicest" says that because of kindness, the human race prospered as a species. 10 Kindness is good for you in other ways. Studies have found that helpful people are less likely to fall ill from chronic disease and tend to have better immune
systems. "A strong correlation exists between the well-being, happiness and health of people who are kind," wrote Professor Stephen Post. 15 Kindness, then, is just a matter of choice. It is an attitude you carry with you that can make a difference, however small, in someone's
life. NB[Adapted from Reader's Digest, January 2009] Rewrite the following sentences: Imagine, for a minute, a world were everyone is just a little kinder. (1) When you are trying to merge into traffic,
someone let's you in. (1) You get back to your car and find someone have put money in the parking meter. (1) Kindness has another simalarity with happiness. (1) Rewrite the following sentence in the singular form, starting with the given words: Studies have
found that helpful people are less likely to fall ill. A study has found that a helpful ... (2) Rewrite the following sentence in reported speech: Professor Stephen Post wrote, "A strong correlation exists between happiness and health." (2) Rewrite the following sentence is not only": Kindness is a matter of choice.
Kindness is an attitude. (2) Rewrite the following sentence in the negative form: Kindness makes a difference in your life. (1) Identify a noun in the following sentence: Kindness can make a difference in your life. (1) Identify a noun in the following sentence: Kindness can make a difference in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (2) Rewrite the following sentence in your life. (3) Identify a noun in the following sentence in your life. (4) Identify a noun in the following sentence in your life. (5) Identify a noun in the following sentence in your life. (6) Identify a noun in the following sentence in your life. (7) Identify a noun in the following sentence in your life. (8) Identify a noun in the following sentence in your life. (9) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Identify a noun in the following sentence in your life. (1) Ident
✓(1) let's - correct answer: lets ✓(1) have - correct answer: has ✓(2) Professor Stephen Post wrote that a strong correlation existed between happiness and health. ✓ ✓(2) Kindness is not only a matter of
choice but (it is) also an attitude. • OR Not only is kindness a matter of choice. • OR Not only is kindness an attitude but (it is) also a matter of choice. • OR Not only is kindness an attitude but (it is) also a matter of choice.
[14] HINT: An idiomatic expression or idiom: An expression whose meaning is different from the literal meaning of the words. In question 5, remember that reported speech is indirect speech. It does not use any quotation marks. Activity 19: Picture and text We can find partnerships in unlikely places. Since 1993 South Africans have collected
950 000 tons of cans from our surrounding environment. However, we can increase this recovery rate and further conserve and sustain the environment. Recycle cans today. Sustain tomorrow. [Adapted from Simply Green, Issue 4, 2012] HINT: Antonym: A word that means the opposite of a given word. In question 4 'conserve' is a verb. To
answer the question, you need to find the noun form of this word. QUESTIONS Change the following question into a tag question: We can find partnerships in unlikely places. (1) Write down an antonym for the underlined word in the following sentence: We can find partnerships in unlikely places.
1993, we have collected no (few/fewer) than 950 000 tons of cans. (1) Give the correct form of the word in brackets: The (conserve) of the environment is important. (1) Rewrite the following sentence in the passive voice, starting with the given words: We can keep our country beautiful. Start with: Our country.... Choose the correct answer to
complete the following sentence. Write down only the question number (6) and the letter (A-D) of the correct answer. Recycle cans today. Sustain tomorrow. This is an example of ....... language. persuasive manipulative sarcastic biased (1)[6] Answers to activity 19. We can find partnerships in unlikely places, can't we/ can we not? (1) decrease or
reduce \checkmark (1) less \checkmark (1) conservation (noun) \checkmark (1) Our country can be kept beautiful (by us) \checkmark (1) A/persuasive \checkmark (1) [6] 5.12 What is expected from you in the exam? In the exam?
of 150 - 200 words. This part is worth 14 marks. You will be required to answer a set of questions based on the extract that test your language and editing skills. A picture with a short text. A picture with a short text. This part is worth 6 marks. You will be required to answer a set of questions based on the extract that test your language and
editing skills. The exam is two hours long and your should spend about 20 minutes on language and editing skills, go to these past exam papers: November 2010, page 10, Question 5 Feb/March 2011, page 12, Question 5 November 2011, page 13, Question 5
Feb/March 2012, page 12, Question 5 November 2012, page 13, Question 5.1 and 5.2 Feb/March 2013, page 13, Question 5.1 and 5.2 Last modified on Tuesday, 27 July 2021 06:32 A comprehension tests your understanding of the meaning of a text or message that you have read. In this section, you will learn the steps that will help you to answer
the comprehension question in the exam: The exam comprehension Text A: Written extract Text B: Visual text What is expected from you in the exam has two parts - Text A and Text B: Text A is a written extract. Text B is a visual text. It includes a picture, for example, a
photograph or a drawing. It will also include some words linked to the picture. The exam questions based on these two texts will test your ability to: Make sense of what you read and respond to it. Understand the literal meaning; and the deeper, figurative meaning of a text. Understand the writer's intention or purpose in writing the text.
Appreciate the text and reach conclusions by forming your own opinions about the text. Evaluate the effectiveness of the text in terms of its purpose. In this study guide, you will find examples of how to answer the comprehension question based on the questions and answers from past exam papers. You will be shown how to approach the exam
question by: Reading the exam instructions carefully so that you understand what the examiner requires you to do. Reading the exam questions carefully so that you understand how to answer them. vocab Appreciate: To give an opinion on a text based
on your own view. Evaluate: To assess or judge a text. Steps to writing a comprehension question in the exam: 2. Text A: Written extract The first part of the comprehension question is Text A. It includes a written extract and questions. You will need to read the
extract carefully and then answer questions on it. When you answer the questions, follow this three step reading process: Step 1 - Skim and scan the text and questions Look over
the text quickly (skim) to get an idea of what the text is about. (Skim - To read through the text and the questions to quickly get an idea of what they are about) Take note of things such as: How many paragraphs there are in the extract; The title of the extract, which may also offer a clue to the content of the passage and the writer's intention; The
headings and sub-headings; Who wrote the text and where it came from, if this information is given; Key words and names; Topic sentences; Unfamiliar, unusual or difficult words; The introductory paragraph - it often creates the atmosphere and provides the setting for what is to follow; and The final paragraph - it usually summarises the
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extract. Then, quickly look at (scan) the questions. This will give you an idea of what kind of information to look for when you read the text again. Notice things such as: (Scan - To look quickly through a text for specific information, for example, names of people and places.) Names of people or places; and The question words and instructions. Spend about 5 minutes on Step 1 (for text A). A text can also be called an extract or a passage in the exam. Step 2 - Read the text. vocab - Key words and topic sentences show the main ideas in the paragraph. vocab - Consecutive words: Words that follow one after the other, with no other words between them. When you read the extract, take time to read it closely so that you understand what you are reading. Once you have read the text, think about the 'W-H' question words: who, what, where, when, why, how. WHO are the characters (in a fiction text) or the people written about (in a non-fiction text)

text)? WHAT is the main idea in the extract? WHERE do the events in the extract take place? WHY has this text been written? HOW does the writer express himself or herself? What type of language has the writer used? As you read, consider both the literal and figurative meaning of words, phrases and sentences. For example, 'the story touched my soul' does not literally mean that a story touched your soul, but figuratively that it had an emotional effect on you. Step 3 - Answer the questions Read the questions. As you read through them, jot down any answers that immediately come into your mind in the 'rough work section' of your answer book. Take a minute to think about what each question asks you to do. Here are some tips for answering comprehension questions: The mark allocation indicates the number of points required. For example, if the question is for 2 marks, you need to make two points. Look for the key words or topic sentence in each paragraph - it often suggests what each paragraph is about. (Sometimes a paragraph does not have a topic sentence.) Do not copy directly from the text, unless you are asked to give a synonym or antonym of a word, use the same part of speech and tense as the original word. For example, replace a noun with a noun (joy - happiness); and a verb with a verb (look - stare; looked - stared). Avoid starting sentences with conjunctions such as "but" or "because". Do not confuse TRUE/FALSE or YES/NO answer with a reason unless the question specifically says that all you need to do is give the one-word answer. When asked to quote a phrase, remember that a phrase refers to a group of words, keep to the required number of words. Activity 1 Text A The key words have been underlined in the first five paragraphs to show you how to do this. Read TEXT A and answer the questions that follow. In South Africa, more than 8 million children as orphaned or vulnerable, but only 500 000 of these children have been placed in foster care, leaving a large number still waiting to be placed. Another cause for concern is that 20 000 households in our country are 5 headed by children are adopted in South Africa every year. Poverty is often a root cause of child abandonment, threatening the hopes and dreams of these innocents. A mended pair of pants still shows its damage, and so it is with children who adapt to their environment but carry scars with them throughout their lives. Yet every so often someone comes 10 along and does a great patch-up job. They say home is where the heart is. For the children of House Jerome, in Irene, the joy on their faces is proof of this. At first glance, you would not know that many were abandoned in dirty toilets or on rubbish dumps. 15 The family home of Basil and Dehlia Fernie serves as a shelter for abandoned babies and children who are not your own seems like a job for an abnormal person. Why would anyone choose this lifestyle? For the past 28 years they have opened up their home to more than 300 children; nurtured and cared for them. Their 20 purpose is to provide a stable place of safety which will help prepare these children for long-term foster families or potential adoptions. The Fernies are a happy couple with a good sense of humour. After many years of being involved in children's ministries, they established House Jerome as a means to help children in need. With four biological children 25already, their home became a playground filled with love and dedication. I notice Basil drinking coffee out of a mug with a picture of a teddy bear on it. What seems like a job that could truly drive a person insane is, in actual fact, the source of peace and contentment in their lives. One such example is the story of Jerome. At only ten days old, he was taken to House Jerome and set up for a possible adoption. It is just coincidence that 30 the little boy carried the same name as the shelter. This encouraged the Fernies to adopt him as their own. Jerome was one of the first adoptions by a family from a different race. A decision that was unheard of before the 1994 elections has become a worldwide trend in recent years. Jerome confesses his upbringing was never focused on growing up with white parents. "I 35 am here, this is me and this is my home. My family is just as normal as yours." Jerome has had to face a number of challenges in his life, such as Attention Deficit Disorder (ADD), academic failure and a struggle with drug addiction. Now 19, he is an optimistic young man about to write his matric. Dehlia notes that even though these children come with baggage, you cannot blame 40 rejection for a child's wrongdoings. In the end, it was her love and commitment that saw Jerome through his teenage troubles. The family works closely with social workers to ensure a detailed screening process is done before all placements, and the majority are given the gift of a happy ending. While some come and go, for Basil and Dehlia the joy lies in seeing how the 45child has grown and knowing they played a role in making a difference. [Adapted from Centr'd, Spring 2010] Attention Deficit Disorder (ADD): A condition causing people not to be able to concentrate on something for a long period of time. HINT! When asked to refer to a paragraph 1. Who is responsible for giving the numbers of 'orphaned or vulnerable children'? (1) 1.1. A large number of children are awaiting foster care or adoption. Identify another social problem mentioned in this paragraph. Do NOT guote, (1) 1.2 Choose the correct answer to complete the following sentence. By using the word 'only' in line 6, the writer is emphasising that the number of children adopted is ... acceptable. too small. incorrect. too large. (1) 2. Refer to paragraph in the extract to e.g. phrase 'root cause'. Refer to BOTH words. (2) 2.2 Explain why the writer compares 'a mended pair of pants' to children who 'carry scars with them'. (2) 3. Refer to paragraph 3. Quote FIVE consecutive words from the text that support the idea that the children of House Jerome are satisfied. (1) 4. Refer to paragraph 4. Using your OWN words, say what Basil and Dehlia Fernie's TWO long-term aims are in providing shelter for abandoned children. (2) 5. Refer to paragraph 5. 5.1 Why is it important for the Fernies to have a good sense of humour? (1) 5.2 Is the following statement TRUE or FALSE? Give a reason to support your answer. (2) 6.2 Refer to paragraph 6. 6.1 Do you think the picture of the teddy bear on Fernie's mug is suitable? Give TWO reasons for your answer. (2) 6.2 Write a synonym for 'insane' (line 28). (1) 7. Refer to paragraph 7. 7.1 What encouraged the Fernies to adopt Jerome's adoption? (1) 8. Refer to paragraph 8. 8.1 Write down any TWO difficulties Jerome has had to face in his life. (2) 8.2 In lines 41 - 42 it is stated: '... you cannot blame rejection for a child's wrongdoings'. Do you agree? Give a reason to support your answer. (2) 9. This passage does not have a title. (2) [25] ANSWERS TO ACTIVITY 1:HINT To answer question 2.2, you must not copy sentences directly from the text. Your "OWN words" does not mean your own opinion. It means you must re-write the text according to how you understand it. A TRUE or FALSE answer must always be supported by a strong reason. If you only write the word TRUE or FALSE, you will get no marks. Any Two of these answers to question 8 will earn you 2 marks. e.g. Answers to Activity 1 1. The Department of Social Welfare OR Socia abandonment. (2) 2.2 When trousers are mended the stitches can be seen and they look like a scar. In the same way, children to go to foster homes or to be legally adopted. 🗸 (2) 5.5.1 They need a sense of humour because their job is serious and difficult. • OR They need a sense of humour because seeing the funny or lighter side of life helps them to keep going. (1) 5.2 False. They have four of their own children and it shows that he likes the children. 🗸 OR No, the picture is not suitable because Fernie is a grown-up and he should project a grown-up image and not use a mug that looks childish. 🗸 (1) 7.2 He was from a different race. 🗸 (1) 8. He had Attention Deficit Disorder (ADD). 🗸 He failed at school. It was addicted to drugs. (2) 8.2 Yes, Jerome is a perfect example of overcoming rejection but sometimes the damage is lasting or permanent. (2) 8.2 Yes, Jerome might be one example of someone overcoming rejection but sometimes the damage is lasting or permanent. The title 'Help for the vulnerable' expresses that the extract is mainly about people who are helping vulnerable children. 🗸 (2)[25] HINT! These are examples of the types of answers that will earn you marks When you are asked for your opinion, you can agree OR disagree with the question. You must also give a reason for your answer. For more practice on writing comprehensions, go to these past exam papers: November 2011, page 3, Question 1 November 2011, page 3, Question 1 November 2011, page 3, 3. Text B: Visual text A visual text is a picture or image that is linked to words. Facial expression: How people move, stand or sit, and what they do with their hands to show how they feel. Gesture: How people use their hands to show emotion or to emphasise what they are saying. The second part of the comprehension question is Text B. Text B is a visual text, followed by some questions. Steps to writing the visual comprehension question in the exam When you read a visual text, followed by some questions. Steps to writing the visual comprehension question in the exam When you read a visual text, followed by some questions. of the picture? If there are people in the picture; The body language of the people in the picture; The gestures the people in the picture; The gestures the people in the picture; The darkness in the picture; The positioning of each part of the picture - what is in the front, background or centre of the picture?; and Think about the mood created by the picture and the words of the picture and the words of the picture and the words and link them to the picture and the words of the picture. Look at the picture again. Think about how the words of the picture and the words of the support what you see in the picture. Step 3 - Answer the questions Read the questions for Text B and answer them. Activity 2 Look closely at the image and the text below, and then answer the questions for Text B and answer them. Activity 2 Look closely at the image and the text below, and then answer them. Activity 2 Look closely at the image and the text below, and then answer them. naturally to everyone. Sometimes you need some help on the way to a more confident you. In Text B, the words and the picture are always linked. To answer question 1, write down the question sto do well in the exam. Questions 1. Refer to the following: '... you can tackle challenges head-on,' The word 'head-on', in the context of TEXT B, means ... facing challenges directly, hitting challenges directly, hitting challenges with your head, thinking about challenges directly, hitting challenges with your head, thinking about challenges directly, hitting challenges directly hittended hitting hitting hitting hitting hitting hitting hitting hit supported by the picture? (2) [5] 'Head-on' is a saying or idiom. It means to face something directly Answers to Activity 2 1. A/ Facing challenges directly. (2) 3. The girl is smiling and looking confident. (2) 3. The girl is smiling and looking confident. (2) 5. The girl is smiling and looking confident. 4. What is expected from you in the exam? In the extract. Text A is worth 24 marks. Text B is a visual text. It includes a picture, for example, a photograph or a drawing. It will also include some words related to the picture. Text B is a visual text. It includes a picture, for example, a photograph or a drawing. It will also include some words related to the picture. go to these past exam papers: November 2011, page 6, Question 1 November 2012, page 6, Question 1 Feb/March 2013, page 6, Question 1 Last modified on Monday, 02 August 2021 08:49