



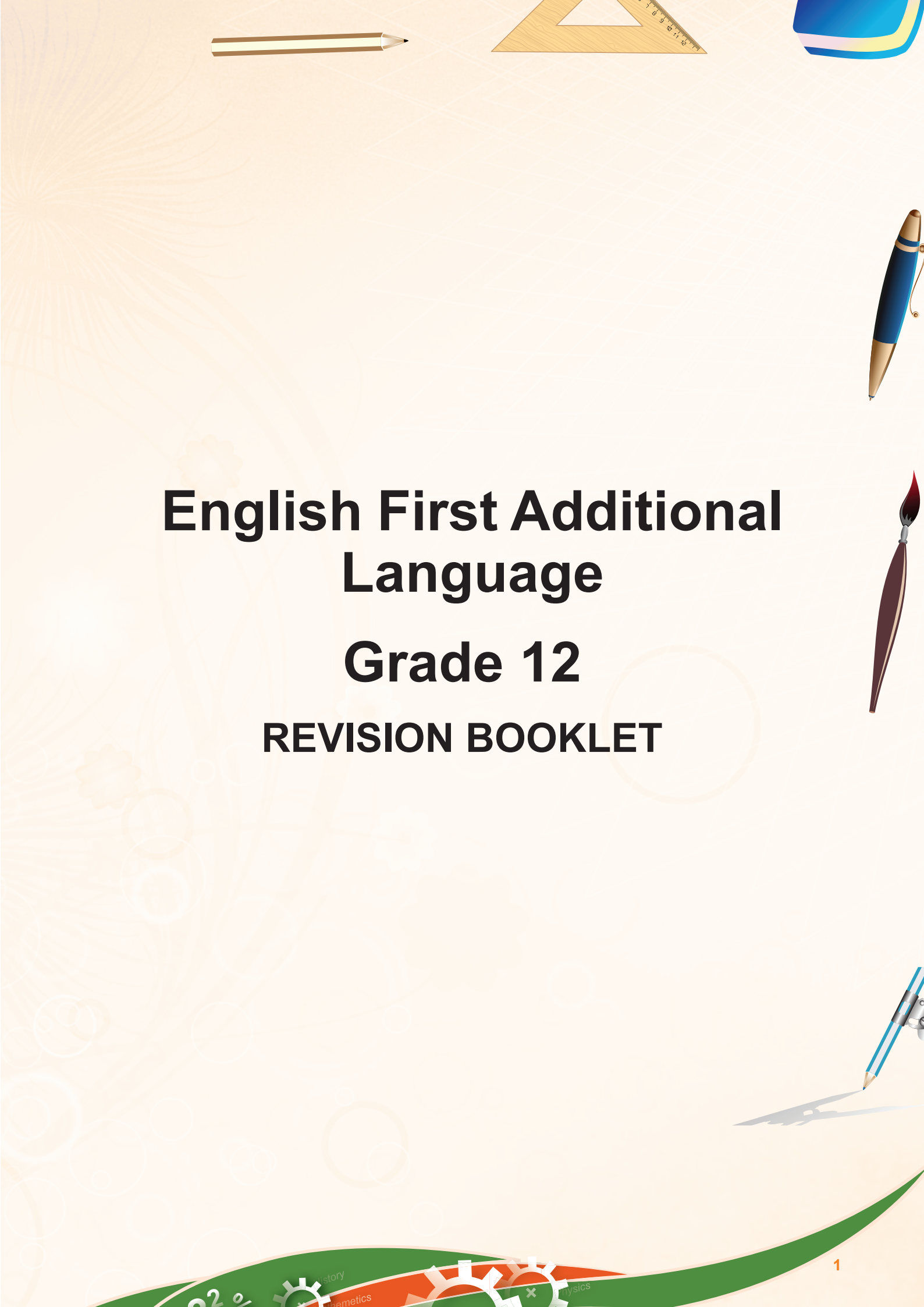
Further Education and Training: Grade 12 (FET)

BRIGHT IDEAS ENGLISH FAL Revision Booklet



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



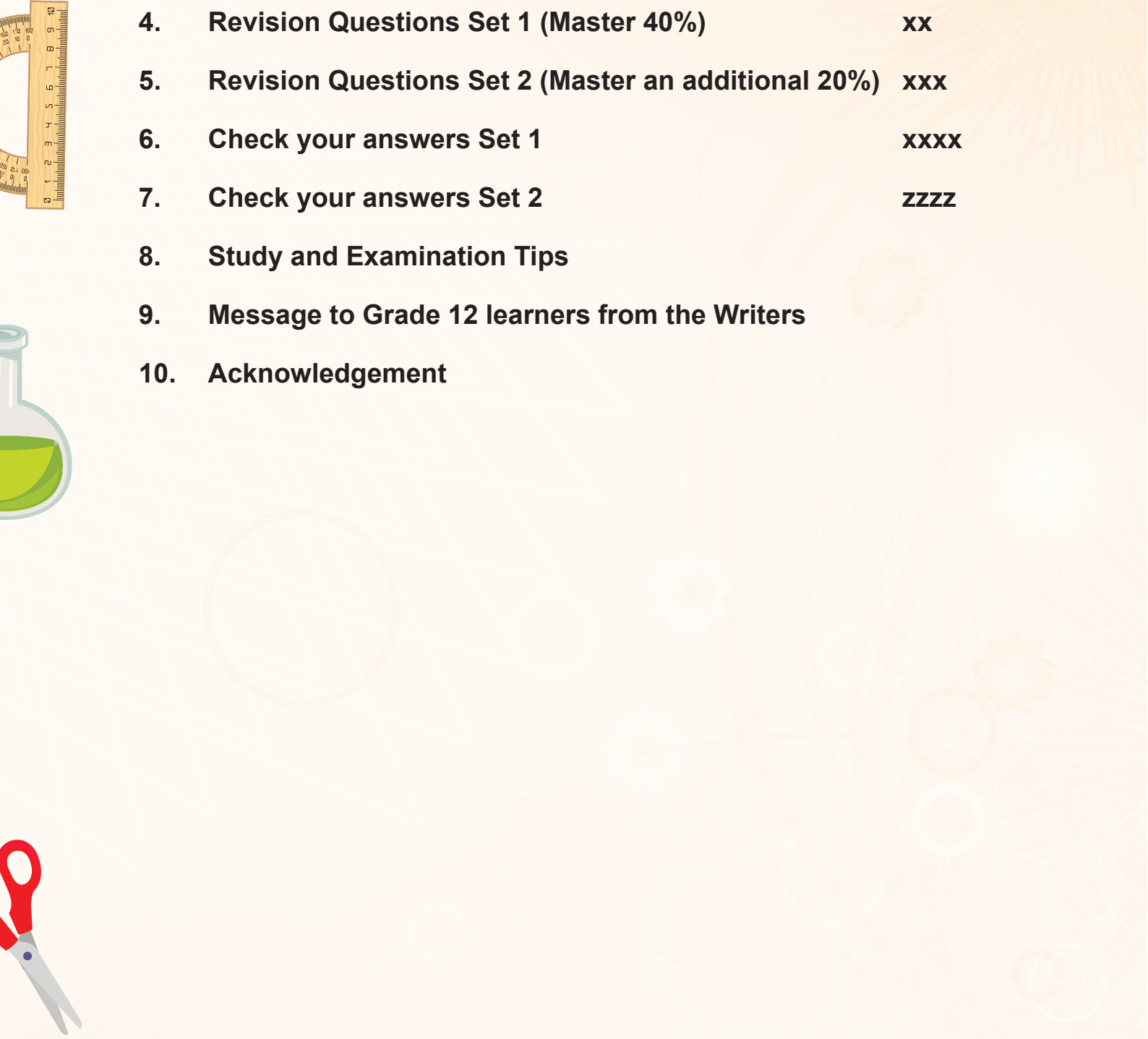


**English First Additional
Language
Grade 12
REVISION BOOKLET**



TABLE OF CONTENTS

1.	Message from the Minister	3
2.	How to use this booklet	5
3.	Key (SUBJECT) concepts	7
4.	Revision Questions Set 1 (Master 40%)	xx
5.	Revision Questions Set 2 (Master an additional 20%)	xxx
6.	Check your answers Set 1	xxxx
7.	Check your answers Set 2	zzzz
8.	Study and Examination Tips	
9.	Message to Grade 12 learners from the Writers	
10.	Acknowledgement	



1. Foreword

Message from the Minister of Basic Education



Message to Grade 12 learners from the Minister of Basic Education

“Matric” (Grade12) is perhaps the most important examination you will prepare for. It is the gateway to your future; it is the means to enter tertiary institutions; it is your opportunity to create the career of your dreams.

It is not easy to accomplish but it can be done with hard work and dedication; with prioritising your time and effort to ensure that you cover as much content as possible in order to be well prepared for the examinations.

I cannot stress the importance and value of revision in preparing for the examinations. Once you have covered all the content and topics, you should start working through the past examination papers; thereafter check your answers with the memoranda. If your answers are not correct, go back to the Mind the Gap Series and work through the content again. Retest yourself. Continue with this process until you get all the answers right.

The Bright Idea....getting exam ready Booklet will allow you to do this in a systemic way. It has been developed to assist you to achieve a minimum of 40% in the examinations, if you work hard and follow the advice and guidance provided in the book. I also urge you to continue with the next section that deals with an additional 20%, which will ensure you have covered the basics to achieve 60%.

Use this valuable resource which has been developed especially for YOU, work hard, persevere, work every day, read and write every day to ensure that you are successful.

I have faith that you can do this. Remember “SUCCESS” depends on the second letter, “U”.

Best Wishes

A handwritten signature in black ink, appearing to read 'Motshekga'.

MRS AM MOTSHEKGA, MP


MINISTER OF BASIC EDUCATION

DATE: 24/02/2017



2. How to use this Revision Booklet

This Revision Booklet will help you to prepare for Supplementary, Amended National Senior Certificate (NSC) and November NSC Examinations for Grade 12 English First Additional Language (EFAL). The booklet is designed to assist you with your individual preparation for the three exams in EFAL: Paper 1: Language in Context; Paper 2: Literature; and Paper 3: Writing. This booklet 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 activities
- Sample examination questions from previous question papers

SECTION B: Question 2 - Summary

- Summarising skills
- Practice lessons
- Practice activities
- Sample examination questions from previous question papers

SECTION C: Language structures and conventions

- Question 3 - Advertisement

Notes on advertising techniques

Practice activities on how to analyse an advertisement


Test yourself activities

- 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

Questions from previous question papers


Paper 2: Literature

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

- 
- NOTE: The existing Mind the Gap Study Guides (MTG) for Literature only cater for Supplementary and Amended NCS. Candidates who will write exams in November 2017 should study the new titles. (Ask your teacher if you are unsure.)
 - You need to choose any TWO works you have studied/wish to study.
 - Detailed notes are available in the MTG study guide for each title.

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

- 
- Example of a flyer
 - Hints for writing a shorter transactional text






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

- ✓ The notes provided in this document allow you to master the skill of answering

examination questions.

- ✓ At the end of each lesson there are questions that you should use to test yourself. The answers provided should be used to check your own answers only at the end of the session.
 - ✓ Relevant page numbers in the various MTG study guides have been provided to point you to additional information.
 - ✓ Use your textbook, MTG study guides and this Revision Booklet to obtain maximum marks in your examinations.
- 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.
 - Then find other past question papers, answer similar questions and check the memoranda to ensure that you can answer them correctly.

LEGEND KEY:

ICON	MEANING
	Caution / Take careful note
	Practice activity
	MTG reference pages
	Think about it
	Mark your answers

Revision Notes and Activities

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; Section B – Summary; Section C – Language structures and conventions.

TOPIC ONE: 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.



Refer to pages 1 – 12 of the MTG study guide EFAL Language in Context for more information and activities on comprehension tests. (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))

The skill of reading is important for all aspects of your examination, but reading in the comprehension section of Paper 1 is a specialised skill that requires you to read for meaning.

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

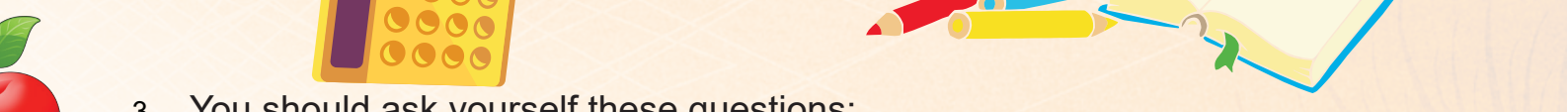
1. Read through the passage quickly:

- 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.



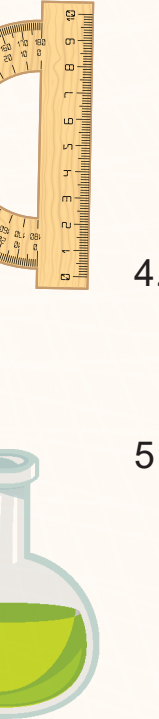
2. Take note:

- 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?



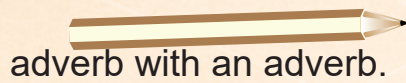
4. Read through the comprehension questions. When you do this, keep the passage in mind. This will give you clues that lead to the answers in the passage. Read the questions **before** reading the passage.

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. (*Refer to page xi in MTG*)
 - 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.

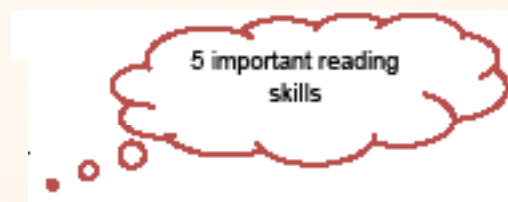
Answering Techniques:

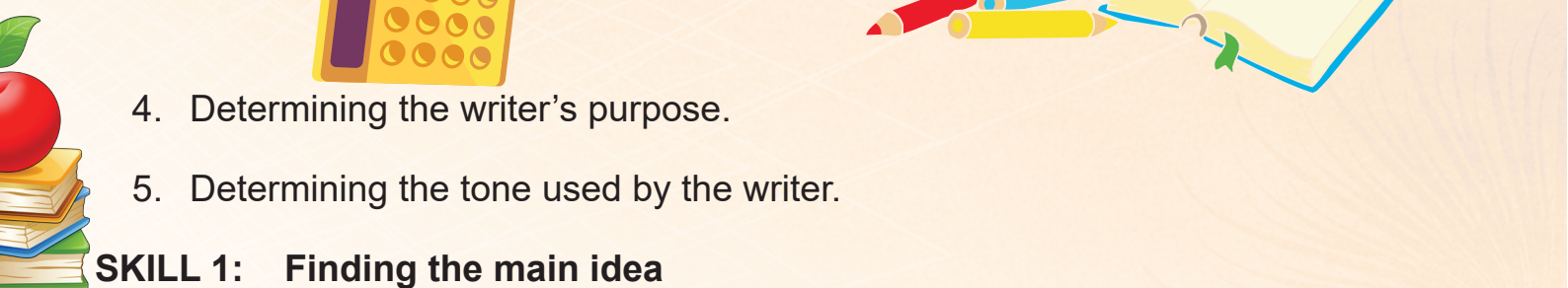
It is important to interpret and follow the instructions exactly as they are given:

- 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.



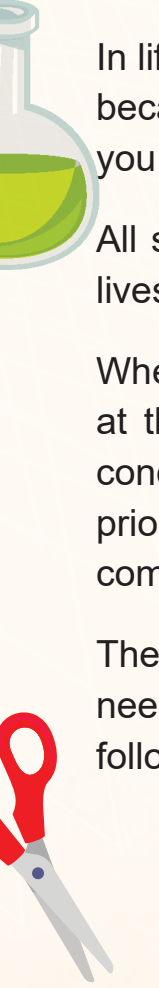
SKILL 2: Making inferences

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.



Example: Your girlfriend might say to you, "Nice hair," and you could infer that she is being rude, because she was grinning 😊 when she said it.



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 (<https://www.vocabulary.com/dictionary/inference>). Although an inference is a guess, it's an educated one.

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!



Example: *acerbity*. Refer to the following sentence: “The *acerbity* of the lemon caused the little girl to spit out the bit she had just bitten”.

- The context clues “*lemon*” and “*spit out the bit,*” which provide more information in the sentence, help you understand what the word means.
- You thus come to understand that the general meaning of *acerbity* must be “bitter” or “sour”.



Example:

*After the first day on the job, the bank's new manager realized he would be busier than he had been led to believe. Not only was he assisting the bank tellers with their work, but his new boss had decided to **inundate** him with other tasks like creating security systems, managing the bank's deposits and refunds, securing loans, and maintaining the daily operations. The new manager was exhausted as he locked the bank up for the night.*

Question:

Choose the correct answer:

The word “**inundate**” from the passage is closest in meaning to:

- A. overload
- B. provide
- C. assault
- D. underwhelm

Helpful tips!

A way to figure out if your choice is correct is by putting the chosen answer in the place of the original word used in the sentence. Which one fits the intended meaning best?



Answer: A (overload)

The first choice (A) is the best option, although “assault” is a close second. If the tone of the passage had been more negative, “assault” could have been the correct option.



ACTIVITY 1: Understanding vocabulary in context exercise

Try to determine the meaning of the following *italicized* words, based on the contextual clues in the sentences.


1	The little girl was showing signs of <i>ocular</i> problems - she <u>squinted</u> to read the blackboard and complained of headaches after working on the computer for too long.	ocular – visual / optical
2	From long ago to the present day, the moon has been thought to cause <i>lunacy</i> . Some studies have shown that this momentary <u>insanity</u> does have some association with the moon’s phases.	lunacy – madness / insanity
3	The old man’s hair was <i>sparse</i> , rather than <u>thick and full</u> , like it was when he was young.	sparse – meagre / insufficient
4	Janie was as <i>devout</i> as the Pope himself.	devout – sincere / heartfelt
5	My sister Kimmy shows a great <i>abhorrence</i> for crowds, <u>whereas my little brother Michael loves to be the centre of attention</u> .	abhorrence – hatred / loathing
6	When you <i>admonish</i> someone, <u>you point out</u> his or her errors; an example would be scolding a child for misbehaving.	admonish – warn / scorn
7	The sorcerer’s <i>minions</i> were <u>willing to perform</u> any sorcery he taught them.	minions – followers / slaves
8	<u>Ninety-seven pairs</u> is a <i>superfluous</i> number of shoes.	superfluous – unnecessary / surplus

9	“Busy as a bee” and “quiet as a mouse” are <u>hackneyed</u> phrases – <u>they’re used all the time</u> .	hackneyed – worn-out / cliché
10	Amelia was as <u>pretentious</u> as a princess when she arrived at the party. She <u>tossed her coat at the hostess and grabbed a drink</u> out of a nearby guest’s hand.	pretentious – showy / ostentatious



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																		
<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 																		
<p> Example:</p> <table border="1"> <thead> <tr> <th>Question words</th> <th>Purpose of author</th> </tr> </thead> <tbody> <tr> <td>• Compare</td> <td>• Author wants to show similarities between ideas.</td> </tr> <tr> <td>• Contrast</td> <td>• Author wants to show differences between ideas.</td> </tr> <tr> <td>• Criticise</td> <td>• Author wants to give a negative opinion of an idea.</td> </tr> <tr> <td>• Describe / Illustrate</td> <td>• Author wants to paint a picture of an idea.</td> </tr> <tr> <td>• Explain</td> <td>• Author wants to break down an idea into simpler terms.</td> </tr> <tr> <td>• Identify/List</td> <td>• Author wants to tell the reader about an idea or series of ideas.</td> </tr> <tr> <td>• Intensify</td> <td>• Author wants to expand and go deeper into an idea.</td> </tr> <tr> <td>• Suggest</td> <td>• Author wants to propose an idea.</td> </tr> </tbody> </table>		Question words	Purpose of author	• Compare	• Author wants to show similarities between ideas.	• Contrast	• Author wants to show differences between ideas.	• Criticise	• Author wants to give a negative opinion of an idea.	• Describe / Illustrate	• Author wants to paint a picture of an idea.	• Explain	• Author wants to break down an idea into simpler terms.	• Identify/List	• Author wants to tell the reader about an idea or series of ideas.	• Intensify	• Author wants to expand and go deeper into an idea.	• Suggest	• Author wants to propose an idea.
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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 Facebook 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

Note that these words can be used for questions on tone in Paper 2 (Literature) as well.

Word	Possible synonyms		
friendly	amiable	good-humored	genial
calming	consoling	soothing/com-forting	reassuring/pacify-ing
funny	amusing	comical	witty
humorous	hilarious	entertaining	funny
happy	contented	pleasing	joyful
appreciative			proud
joyful	ecstatic	blissful	delighted
respectful	humble	deferential	reverent
brave	courageous	daring	fearless
calm	peaceful	tranquil	serene
cheerful	merry	gleeful	positive

encouraging	hopeful	inspiring	reassuring
kind	caring	sympathetic	compassionate
kind	gentle	benevolent	humane
enthusiastic	passionate	excited	fervent
lively	energetic	bouncy	robust
surprised	amazed	shocked	astonished
tender	caring	loving	warm


Negative tone/attitude words

Word	Possible synonyms		
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
insulting	abusive	upsetting	insolent
hurtful	cruel	insensitive	tactless
irritating	annoying	infuriating	exasperating
shameful	shocking	appalling	disgusting
angry	furious	enraged	infuriated
quarrelsome	irritable	querulous	argumentative

Sorrow/fear/worry tone/attitude words

Word	Possible synonyms		
apprehensive	frightened	concerned	uneasy
nervous	disturbing	tense	distressing
hopeless	despairing	pessimistic	desolate
apologetic	remorseful	contrite	repentant
unhappy	sorrowful	morose	troubled
sad	melancholic	miserable	mournful

embarrassing	awkward	uneasy	humiliating
depressing	gloomy	sad	miserable
confusing	puzzling	bewildering	perplexing

 Example:

Look at the word choice in the following examples to see how a different tone can be used for the same scenario, to create a different effect.

Tone #1

The suitcase was packed. His guitar was already on his shoulder. Time to go. He took one last look around his room, swallowing down the lump forming in his throat. His mother waited in the hallway, eyes red. “You’ll be great, baby,” she whispered, pulling him to her for one last hug. He couldn’t answer, but warmth spread through his chest at her words. He walked out into the crisp morning, tossed his suitcase in the back, and left his childhood home, the future shining before him as brightly as the January sun.

Tone #2

The suitcase was bursting at the seams. His old beat-up guitar hung around his shoulder, knocking him in the head as he tried to get out the stupid door. He looked around his room, probably for the last time, and coughed so he didn’t start blubbering like a baby. His mom stood there in the hallway, looking like she’d been crying for the last fifteen hours. “You’ll be great, baby,” she cooed and pulled him into a hug so tight he felt his insides squishing around. He didn’t answer - not because he was upset or anything, but more because she’d squeezed the words out of his throat. He clomped out the house, threw his belongings in the car, and smiled as he revved the engine. He could hear his mom wailing inside and chuckled to himself as he backed out the drive towards the unknown. What waited around the bend? He wasn’t sure, but he was absolutely, one-hundred per cent positive it was going to be good. *Really* good.

Take note: Even though both paragraphs talk about a young man leaving his mother’s house, the tone in each passage is very different. The first is wistful and more nostalgic; whereas the second is light-hearted.

You will be asked to determine the author’s tone in different passages.



Here are some questions you may see in the reading comprehension section of an examination, which relate to author's tone:

1. What does the author want to convey through the use of the words "bitter" and "morbid"?
2. Based on the information in the passage, the author's feelings about environmentalists in the Sahara could best be described as ...?
3. Which emotion is the author most likely trying to provoke in the reader?
4. What emotion does the author want to convey through the use of the statement, "Never again!"

Making it practical:

Source: 2016 July examination paper from the Limpopo province.



Think about the following aspects, as discussed in the previous sections:

1. What is the main idea of this article?
2. What inferences can you make about the article?
3. Identify any vocabulary that you find challenging.
4. What is the purpose of the article?
5. What is the tone in the article?



ACTIVITY 2: COMPREHENSION


QUESTION 1

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

TEXT A

WHAT WILL THE YOUTH INHERIT?

- 1 In a world where global climate negotiations are sluggish and bring few tangible results, young people – who will inherit the problems developing today – are starting to come together to give their concerns a louder voice. 5
- 2 In South Africa, more and more organisations are providing platforms for the youth to be heard, and to change things in their communities. 10
- 3 One of the largest and most active of these is Generation Earth, a youth organisation that has branches in schools across the country. Ella Bella, its co-founder, has used the organisation as a platform to talk to political leaders from around the world – from former president Nelson Mandela to diplomats at the United Nations General Assembly. Her message is that young people will inherit the world, so they should have a say in how it is run now. The organisation regularly holds summits and also gives young people practical tips on how to change their surroundings. 15
- 4 In each school where it has representation, Generation Earth has a Green Your School programme in which pupils are taught how to be more environmentally conscious and hopefully spread the message to their homes and communities to make a more significant impact. 20
- 5 Deidre Baartman, one of the organisers of The World Student Environment Summit, said, ‘The youth of our country often underestimate what we can achieve. Everyone knows the environment is in trouble. With young people constituting the majority in South Africa, there is big scope for change. We are vibrant and very passionate about the things we care about. If we really want to see radical change in terms of development, we will need to focus on developing countries and instil a culture of sustainability and innovation at a young age.’ 25



6 Pienaar du Plessis is part of EcoMaties, a student organisation at 30 Stellenbosch University that aims to advance sustainable practices on and around campus. ‘The problem is that our parents and their peers are doing a very bad job of managing our heritage. This means the environment they hand down to their children will be in a poor state. If we want to be certain that we will even have a future that is worth looking forward to, we are going to have to tackle the mess that we as humanity are making today, before it is too late. This is what is driving my generation to move into environmental groups and do things to change what we can, as well as extending our voice to have more of a say on how things are run.’

7 ‘We need people to face the realities of local and global environmental 35 destruction, to stare it in the face, realise its enormity, and not shy away because it seems impossible to fix,’ he said.

8 Du Plessis stated, ‘EcoMaties aims to create a world where young 40 people can be a major agent of change. We are looking for a world where people have realised that environmental and social issues are one and the same. A world where people form quality relationships with other people and with the environment, and all life on Earth.’

9 Glenda Raven, senior manager of the environmental leaders’ programme 45 at the World Wildlife Fund of South Africa (WWFSA), said young people are showing more and more commitment to changing the status quo of environmental management and conservation. Her programme runs internships each year and has amazing new graduates who harness their skills to change the world. They go on to work at places such as mines, or in conserving priority ecosystems and helping with sustainable agriculture.

10 The efforts of Ella Bella, Deidre Baartman, Pienaar du Plessis and 50 Glenda Raven prove that the world could be saved for future generations if young people got up, moved out of their comfort zones and saved the Earth.

(627 words)

[Adapted from *Mail & Guardian*, 12–18 April 2013]

NOTE:

- Answer ALL the questions in your OWN WORDS.
- For one-word answers, write only the question number and the word, for example, 1.3.



Answer the following questions:

Go back to the passage and identify any TWO organisations.

1	Name TWO youth organisations that aim to change communities' attitudes towards the environment in South Africa.	(2)
---	---	-----



Check your answer:

1	<i>Generation Earth✓ / World Student Environment✓ / EcoMaties✓ / WWFSA✓</i>	(2)
---	---	-----



Answer the following questions:

Re-read line 1 with the word 'sluggish' in context to get the answer.

2	What does the word 'sluggish' (line 1) suggest about negotiations that take place?	(1)
---	--	-----



Check your answer:

2	<i>Negotiations are slow✓ / Negotiations are not swiftly acted upon to demonstrate urgency.✓</i>	(1)
---	--	-----



Answer the following question:

Find ONE word from the passage to confirm that the statement is false.

3	Quote a SINGLE word to prove the following statement FALSE: Ella Bella is the only founder of Generation Earth.	(1)
---	--	-----




Check your answer:

3	<i>'co-founder'.✓</i>	
	NOTE: TWO words joined by a hyphen are considered as a single word. <i>Furthermore, ensure you write out the word correctly as spelt in the passage. You will lose (forfeit) marks for writing the word incorrectly.</i>	(1)

Now you need to apply inferencing skills to answer the following 4 questions.

 Answer the following questions:


4	Why did Ella Bella decide to talk to political leaders like Nelson Mandela?	(3)
5	Explain how the <i>Green Your School</i> programme promotes care of the environment.	(2)
6	State TWO reasons why, according to Deidre Baartman, the youth may succeed in ensuring a greener Earth in future.	(2)
7	What, according to Deidre Baartman, are TWO effective ways of ensuring a greener world?	(2)

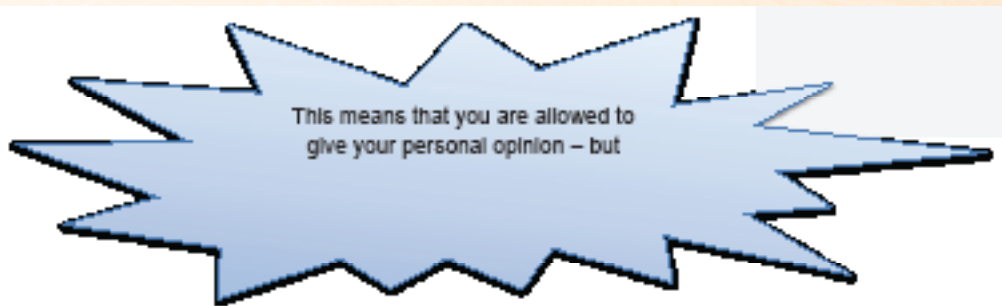
 Check your answers:

4	<p><i>She wanted to win their favour✓ to ensure support for the projects✓ of these youth organisations, and to ensure their success.✓</i></p> <p>OR</p> <p><i>She wants to persuade leaders✓ that the youth will inherit the earth✓ and they must have a say in how it is cared for when it comes to environmental issues.✓</i></p>	(3)
5	<i>These programmes must make learners more aware of saving their environment✓ and they must spread the message in their communities. ✓</i>	(2)
6	<i>The youth are the majority✓ and they are passionate/feel strongly about environmental issues.✓</i>	(2)
7	<i>The focus should be on developing countries.✓ Education on sustainability/ encouraging new ideas should start at a young age.✓</i>	(2)

 Answer the following question:

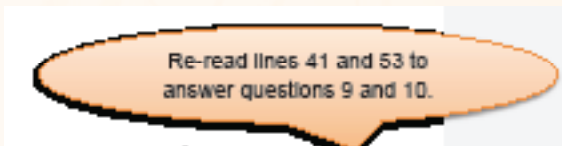
8	Discuss Pienaar du Plessis' statement, 'The problem is that our parents and their peers are doing a very bad job of managing our heritage'.	(3)
---	---	-----

 **Check your answer**




8	<p><i>Open-ended question:</i></p> <p>Your response must show that you have understood Pienaar's comment <u>AND</u> can provide substantiation.</p>	(3)
---	---	-----

 **Answer the following questions:**



9	Explain how environmental and social issues are 'one and the same' (line 41).	(3)
---	---	-----

10	What does Pienaar du Plessis mean by, 'moved out of their comfort zones', in line 53?	(2)
----	---	-----

 **Check your answers:**

9	<p><i>Social issues (like poverty) are important and cannot be ignored.✓</i></p> <p><i>We are reliant on one another to survive.✓</i></p> <p><i>Similarly, we are also heavily dependent on a healthy environment for our survival/the environment is dependent on us to survive.✓</i></p>	(3)
---	--	-----

10	<p><i>Young people must show interest in (concern about) environmental issues/expand their way of thinking to include the environment✓ and become involved.✓</i></p> <p style="text-align: center;">OR</p> <p><i>Young people should become involved in environmental issues✓ and not leave it to adults to ensure a greener Earth/not just accept the way in which adults treat the earth as being the right way.✓</i></p>	(2)
----	--	-----

? Answer the following question:

11	<p>What makes the title, 'What will the youth inherit?' suitable for this article? Justify your response.</p>	(3)
----	---	-----

✓ Check your answers:

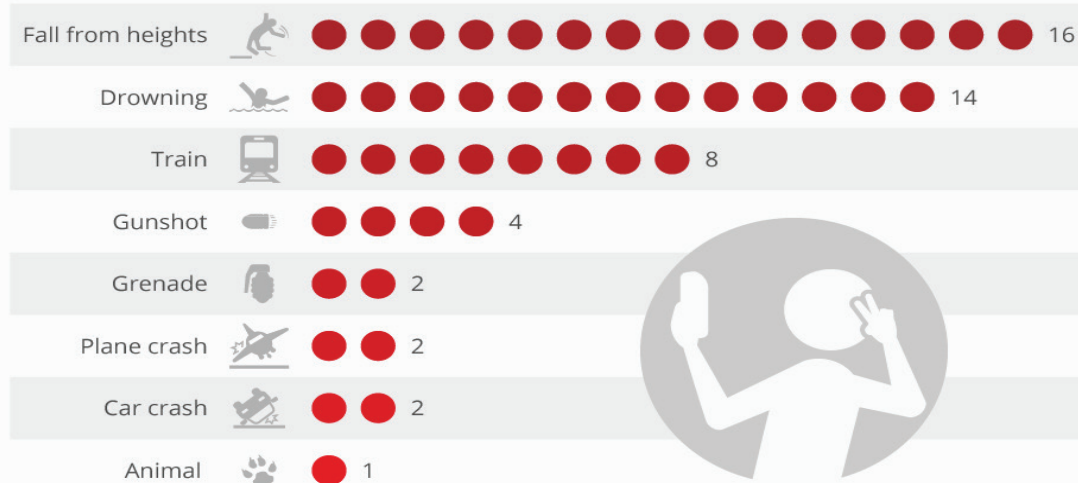
11	<p><i>Open-ended question:</i></p> <p><i>The article encourages young people to get involved in environmental issues to preserve the Earth for the future. OR</i></p> <p><i>The article warns the older generation against damaging the environment in order to leave future generations with a greener Earth.</i></p>	(3)
----	---	-----

TEXT B

This means that you are allowed to give your personal opinion – but remember to link it to what you have read in the passage!

The most frequent causes of selfie-fatalities

Reported selfie-related deaths by cause since 2014



CC BY ND
@StatistaCharts

Source: Priceonomics

thejournal.ie statista
READ. SHARE AND SHAPE THE NEWS

Source: <https://priceonomics.com/>

Glossary:

Fatalities | A death caused by an accident, or a person who has died in an accident.

? NOTE: All your answers to the following questions should be based only on **TEXT B**:

12 | Which TWO activities are most likely to cause a selfie-death? | (2)

13 | Explain the author’s message to the reader in text B. | (2)

Study the graph (visuals) as a whole, including the words, to get the answer.

This means that you are allowed to give your personal opinion – but remember to link it to what you have read in the passage!



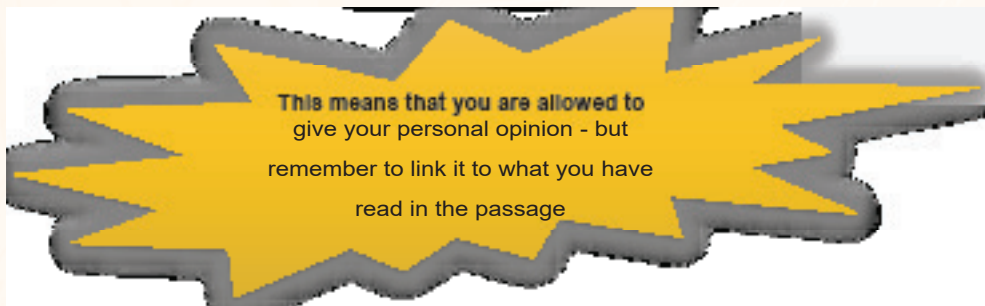
Check your answers:

12	<i>Taking selfies at high places or on mountains/tall buildings.✓ Taking selfies while swimming / in water.✓</i>	(2)
13	<i>A person should consider safety issues when taking selfies. / Taking a selfie could have negative consequences. / One should be careful when taking a selfie. / Taking a selfie could result in a fatality. ✓✓ To warn the reader about 'selfie-moments' that are responsible for the fatalities. ✓✓</i>	(2)



Answer the following question:

14	In your opinion, why has the information been represented in graph form instead of being written out in words?	(2)
----	--	-----



Check your answer:

14	<i>The graph makes it easier to understand/visualise the number of fatalities.✓ / If words were used, very many would have to be used to describe the total number of fatalities per incident.✓ OR The graph is more effective✓ and immediately gives you an idea/ picture of the number of fatalities. This would not be the case if words were used.✓</i>	(2)
----	---	-----

ACTIVITY 3: Read BOTH TEXT C and TEXT D and answer the set questions.

TEXT C

Selfies: Is taking pictures of yourself dangerous?

Are we obsessed with these arm-extended or in-the-mirror photos?

1 In these hyper-connected, over-shared times, two kinds of people are found: those preoccupied with taking and uploading photos of themselves and those who have never heard of the selfie.

2 The silly, emotional or intense self-portrait has been a common sight since phone camera met social media. Nowadays, selfies are a pastime across generations and cultures. 5

3 Justin Bieber puts up plenty with his shirt off and Rihanna poses for sultry, sexy snaps, but a beaming Hillary Clinton recently took a turn with daughter Chelsea, who tweeted their happy first attempt with the hashtag #ProudDaughter. 10

4 Two other famous daughters, Sasha and Malia Obama, selfied at dad's second inauguration, pulling faces in front of a smartphone. Japanese astronaut Aki Hoshide earned a spot in the Selfie Hall of Fame with a striking, other-worldly shot, arms extended as reflected in his helmet outside the International Space Station last year. 15

5 "It just comes so naturally after a point," said Elizabeth Zamora, a 24-year-old marketing account coordinator in Dallas who has taken hundreds of selfies since she got her first iPhone two years ago, with the front-facing camera that has become the selfie gold standard. 20

6 If we're not taking them, we're certainly looking, regardless of whether we know what they're called. We're waiting on the selfies of our teens, enjoying the high jinks of co-workers and friends and daydreaming over celebrities, who have fast learnt the marketing value — and scandalous dangers — of capturing their more intimate, unpolished selves. 25

7 The practice of freezing and sharing our thinnest slices of life has become so popular that the Oxford dictionary, is monitoring the term selfie as a possible addition. Time magazine included the selfie in its Top 10 buzzwords of 2012 (at No 9) and New York magazine's The Cut blog declared in April: "Ugly is the New Pretty: How Unattractive Selfies 30

Took Over the Internet”.

9 Carole Lieberman, a psychiatrist from Beverly Hills, California, sees narcissism with a capital N. “The rise of the selfie is a perfect metaphor for our increasingly narcissistic culture. We’re desperately crying out: Look at me!” 35

10 But Pamela Rutledge doesn’t see it that way. The director of the non-profit Media Psychology Research Centre, which explores how humans interact with technology, sees the selfie as democratising the once-snooty practice of self-portraiture, a tradition that long pre-dates Instagram, Twitter, Facebook and Flickr.

She sees some key differences between selfies and self-portraits of yourself. Unlike painted painting, selfies are easily deletable. And “bad or funny photos can be seen as good in a way that wasn’t the case when people had to pay for a film to be developed” or for a professional painter, she said.

11 In selfies, we can be famous and in control of our own images and storylines. As for the young, the more authority figures — parents, teachers — dislike them and “declare them a sign of a self-obsessed, narcissistic generation, the more desirable they become”, she said. 40

12 The word selfie in itself carries many connotations, Rutledge observes. “The ‘ie’ at the end makes selfie a diminutive, implying some liking and familiarity.” The selfie is a “little self” — a small, friendly bit of the self, she said. 45

13 In historical terms, the privileged in ancient Egypt were fond of self-portraits, Rutledge said. And then there was the mirror, invented in the 15th century and allowing artists to have a go at it in more meaningful detail. While the self-involved Narcissus stared at his reflection in a pond in Greek mythology, it was the mirror that “really was the first piece of technology where an artist could see his own image long enough to paint it, other than just painting self-impressions”, Rutledge said. 50


14 Fast forward to 2010 and the launch of Instagram, and on to 2012, when 86 per cent of adults had a cell phone, bringing on the cheaper selfie as social media and mobile internet access spread. 55

15
16 “In addition, the popularity of celebrities like the Kardashians inspires everyone to become their own paparazzi,” mused Rachel Weingarten, a personal-brand consultant in New York. 60
65


Fourteen-year-old Beatrice Landau, tends to agree. She regularly uploads selfies, from holiday shots on Instagram. “I know selfies are ridiculous, but it’s definitely part of our ‘teenage culture’.

<http://gulfnews.com/leisure/selfies-is-taking-pictures-of-yourself-dangerous-1.1207353>

Glossary:



sultry	Sexually attractive in a way that suggests sexual desire.
narcissism	Disapproving – too much interest in and admiration for your own physical appearance and/or your own abilities.

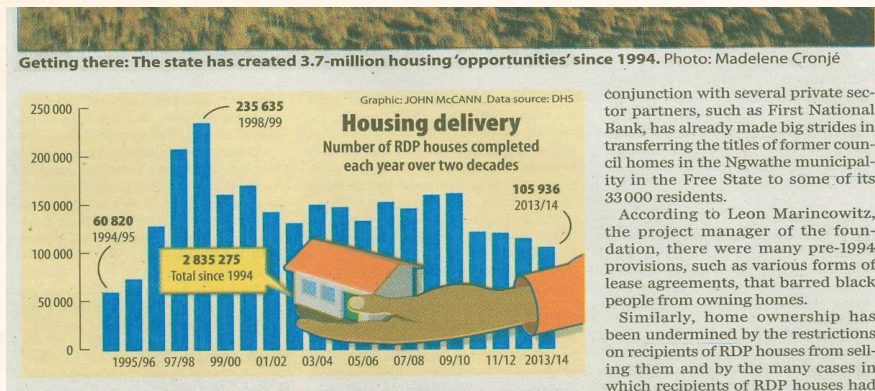
- 
- 1 Refer to Paragraph 1:
Name the two types of people identified in this paragraph. (2)
 - 2 In paragraph 3 the writer uses a sound device called alliteration. Quote the alliteration from this paragraph. (1)
 - 3 Choose the correct answer to complete the following sentence:
In paragraph 4, the word 'inauguration' means ...
A. the ceremony when a person officially becomes president.
B. that something will not be successful or positive.
C. between two definite or accepted stages.
D. the day of the general election when a new president is elected. (1)
 - 4 According to paragraph 4, what was so extraordinary about Aki Hoshide's selfie? (1)
 - 5 According to the article, what types of selfies do people enjoy looking at? (3)
 - 6 What does the writer mean by "the front-facing camera that has become the selfie gold standard"? (Paragraph 5) (2)
 - 7 According to paragraph 6, what are two contrasting lessons learnt by celebrities about selfies? (2)
 - 8 Discuss what is meant by "scandalous dangers" in line 23 and give an example of a picture that can be considered scandalous. (3)
 - 9 Explain what is meant by "Ugly is the New Pretty" in line 29. (2)
 - 10 In your own words, compare how Pamela Rutledge's opinion on selfies differs from that of Carole Lieberman. (2)
 - 11 According to Pamela Rutledge, what advantages do selfies have over self-portraits created by artists in the past? (2)

12 Name the technological innovation that first allowed artists to paint a self-portrait? (1)

13 Beatrice Landau says, "I know selfies are ridiculous, but it is definitely part of our 'teenage' culture".

Do you agree with her statement? Justify your opinion. (2)

TEXT D



[Source: *Mail & Guardian*, 1–7 August 2014]

Refer to the illustration above (TEXT D).

14 Choose the correct answer to complete the following sentence:

The phrase 'two decades' means ...

A two years
 B twenty years
 C ten years
 D two hundred years

(1)

15 What does the hand holding a house represent? (2)

16 According to the graph, when was housing delivery at its highest? (1)

17 Why has the information on housing been presented in the form of a graph instead of words? (2)


30



MEMORANDUM

Use this marking memorandum to see how you applied your knowledge. If something went wrong, try to understand how you can improve.

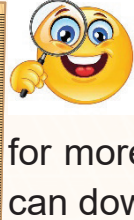
1	The people who are obsessed with taking and uploading photos of themselves ✓ and those people who do not know what a selfie is ✓.	(2)
2	“sultry, sexy snaps” ✓	(1)
3	A: the ceremony when a person officially becomes president.	(1)
4	It was taken in space.	(1)
5	Selfies of our teens ✓, co-workers or friends ✓ and celebrities ✓.	(3)
6	The preferred/usual/most common ✓ way of taking a selfie is with a phone with a front camera ✓. OR Having a phone with a front-facing camera ✓ is an important feature for those who love taking selfies. ✓	(2)
7	They learn that selfies have marketing value ✓, but it can also be dangerous as scandals can be exposed ✓. <i>(Only one mark will be allocated if you quote verbatim [word for word] from the text.)</i>	(2)
8	Discuss what is meant by “scandalous dangers” in line 23 and give an example of a picture that can be considered scandalous. Scandalous implies that something is embarrassing, shocking or upsetting to the public. (✓) It would damage the image of the celebrity. ✓✓ (✓) For example, a naked picture. ✓	(3)
9	It is an unclear statement. The writer points to the fact that taking ugly/unattractive pictures has become the norm, and this is now considered attractive. It is beautiful/ attractive to show yourself at your worst.	(2)

10	Carole Lieberman has a negative impression of selfies. She believes they are a cry for attention✓, whereas Pamela Rutledge sees the selfie as a modern version of the self-portrait.✓	(2)
11	They can be deleted if they are not good enough.✓ They are cheap.✓ The person is in control of their own image.✓ (Any two)	(2)
12	The invention of the mirror✓.	(1)
13	You should give a reason why you consider selfies to be both ridiculous and part of teenage culture. You could also partially agree and disagree.  <i>You are not awarded a mark for stating yes or no. Marks are awarded for the reason / justification.</i>	(1)
14	B: 20 years✓	(1)
15	The hand holding the house indicates RDP houses✓ being given away/completed.✓	(2)
16	1998/9 ✓	(1)
17	The (bar) graph is easier to understand and it helps you visualise the number of houses completed.✓ / If words were used, many would be required to explain the number of houses completed.✓ / The graph is more effective✓ and immediately gives you an idea/picture of the number of houses completed. This would not be the case if words were used.✓ NOTE: ANY two of the above answers will be accepted.	(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, 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.



 Refer to pages 13 – 20 of the MTG study guide EFAL Language in Context for more information and activities to help improve your summary writing skill. (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))

 **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 gist.
- 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 ...

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.



ACTIVITY 4: READ THE INSTRUCTIONS

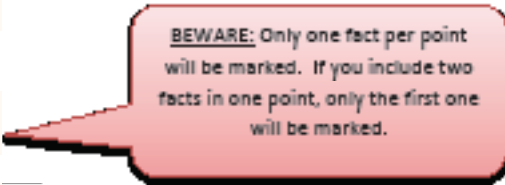
Let's try it together:

READ THE INSTRUCTIONS

Research has shown that many people lead unhealthy lifestyles.

You have been asked to write an article for your local newspaper on how to lead a healthy lifestyle and be happier as a result.

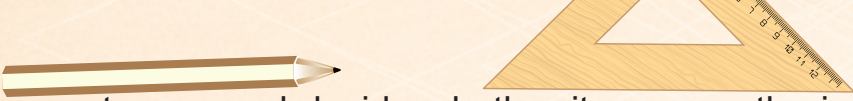
Read the passage (TEXT C) below and follow instructions 1-6.

- | | | |
|----|---|--|
| 1. | List SEVEN healthy lifestyle habits and how they can improve your life, using no more than 70 words.
Your summary must be written in point form . | |
| 2. | Number your sentences from 1 to 7. |  |
| 3. | Write only ONE point per sentence. | |
| 4. | Use your OWN words as far as possible. | |
| 5. | Indicate the total number of words you have used in brackets at the end of your summary. | |
| 6. | | |

 **Think about what the question requires from you...**

What should you summarise in this question?

Healthy lifestyle habits and how they can improve your life.



Read each of the sentences and decide whether it answers the instruction. If yes, keep it; if no, **delete** it. Let's try it ...

THE DANGERS OF AN UNHEALTHY LIFESTYLE

A recent study found that for every hour an adult watches television, his or her life expectancy is reduced by twenty-two minutes. While television in small doses will not do much harm, couch-potato behaviour will affect your lifespan and interfere with your social skills.

People who do not exercise for around fifty minutes at least three times per week may feel exhausted and experience poor concentration. This may affect daily work performance and have a negative impact on their physical wellbeing.

Fast food is high in artery-clogging saturated fats and cholesterol, which can lead to heart attacks and strokes if consumed in excessive amounts. Most people enjoy the convenience of fast food, but they gain weight when they eat more than they need to. Part of this problem is portion size and eating too much.

The South African climate is ideal for outdoor activities, but spending time outdoors makes your skin more sensitive to ultraviolet light. The primary cause of premature ageing is sun damage, which is why doctors advocate wearing a good sunscreen.


Adults, like children, need enough sleep to counteract the effect of a stressful life. Inadequate sleep has harmful consequences for health and quality of life. Not getting enough sleep will probably lead to fatigue, as well as an increased risk of illness due to a suppressed immune system.

The problem with modern society is that people are confronted with so much information about how to be happy that they are not happy with who they are. People should stop worrying about what other people say and should believe in themselves.



This is how we go about it ... join us ...

Eliminate the less important, unrelated information.



A recent study found that for every hour an adult watches television, his or her life expectancy is reduced by twenty-two minutes. While television in small doses will not do much harm, couch-potato behaviour will affect your lifespan and interfere with your social skills.




People who do not exercise for around 175 minutes at least three times per week may feel exhausted and experience poor concentration. This may affect daily work performance and have a negative impact on their physical well-being.

Fast food is high in artery-clogging saturated fats and cholesterol, which can lead to heart attacks and strokes if consumed in excessive amounts. Most people enjoy the convenience of fast food, but they gain weight when they eat more than they need to. Part of this problem is portion size and eating too much.

The South African climate is ideal for outdoor activities, but operating tanning salons makes your skin more sensitive to ultraviolet light. The primary cause of premature ageing is sun damage, which is why doctors advocate wearing a good sunscreen.

Adults, like children, need enough sleep to counteract the effect of a stressful life. Inadequate sleep has harmful consequences for health and quality of life. Not getting enough sleep will probably lead to fatigue, as well as an increased risk of illness due to a suppressed immune system.



The problem with modern society is that people are overwhelmed with constant information about how to be happy that they are not happy with who they are. People should stop worrying about what other people say and should believe in themselves.



Well done, now let us see what you have kept.

A recent study found that for every hour an adult watches television, his or her life expectancy is reduced by twenty-two minutes. While television in small doses will not do much harm, couch-potato behaviour will affect your lifespan and interfere with your social skills.

People who do not exercise for around fifty minutes at least three times per week may feel exhausted and experience poor concentration. This may affect daily work performance and have a negative impact on their physical well-being.

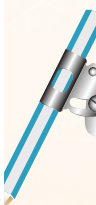
Fast food is high in artery-clogging saturated fats and cholesterol, which can lead to heart attacks and strokes if consumed in excessive amounts. Most people enjoy the convenience of fast food, but they gain weight when they eat more than they need to. Part of this problem is portion size and eating too much.

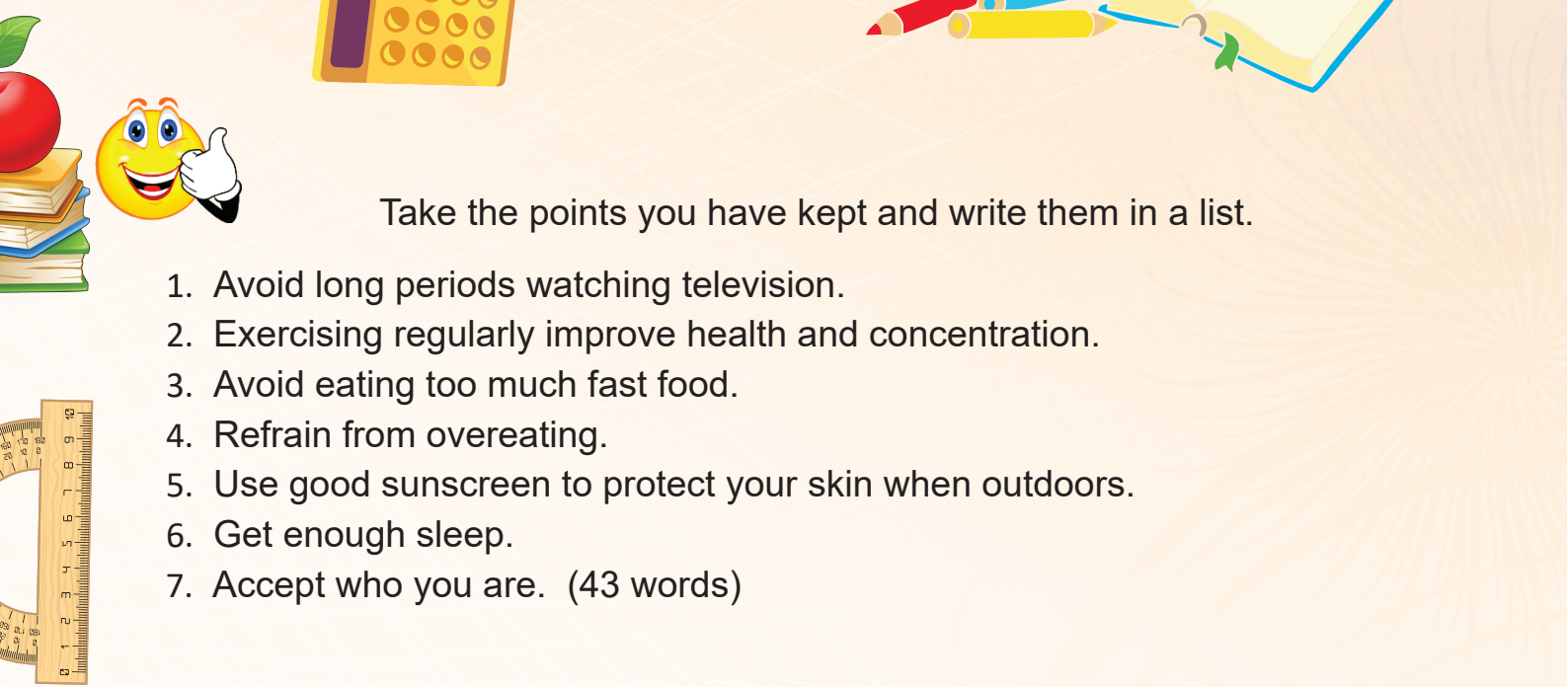
The South African climate is ideal for outdoor activities, but spending too much time under your skin more sensitive to ultraviolet light. The primary cause of premature ageing is sun damage, which is why doctors advocate wearing a good sunscreen.

Adults, like children, need enough sleep to counteract the effect of a stressful life. Inadequate sleep has harmful consequences for health and quality of life. Not getting enough sleep will probably lead to fatigue, as well as an increased risk of illness due to a suppressed immune system.

The problem with modern society is that people are overwhelmed with so much information about how to be happy that they are not happy with who they are.

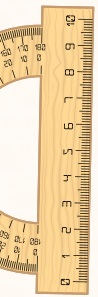
People should stop worrying about what other people say and should believe in themselves.





Take the points you have kept and write them in a list.

1. Avoid long periods watching television.
2. Exercising regularly improve health and concentration.
3. Avoid eating too much fast food.
4. Refrain from overeating.
5. Use good sunscreen to protect your skin when outdoors.
6. Get enough sleep.
7. Accept who you are. (43 words)



Use this list to write the final summary. Your final summary should be written in full sentences.



- The maximum number of words is 70.
- One fact/point per sentence. If you write two or more per sentence, only the first one will be marked and the rest ignored, even if they are correct.
- You are required to write in point form and NOT paragraph form.
- Keep to the number of points/facts (7) as required.



ACTIVITY 5:

Now practise on your own.

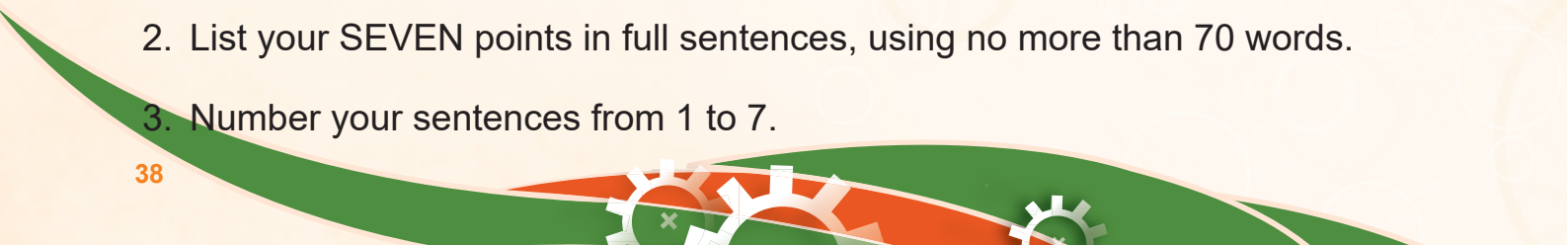
You have been asked to write an article for your local newspaper on the importance of road safety education for learners.


Read the passage below and list SEVEN important points on road safety education for learners that you will include in your article.



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.

ADDRESSING ROAD SAFETY

The United Nations has declared the period 2011–2020 as the Decade of Action for Road Safety, urging countries to reduce the number of fatalities caused by road accidents. They argue that road traffic injuries are among the three leading causes of death for people between the ages of five and forty-four years. Statistics rank South Africa's road accident fatality rate among the five highest in the world.

In 2013, a three-year research project was launched in South Africa to determine road safety behaviour of primary school learners. It is important to observe children confronted with real-life road safety situations and assess their decision-making skills and attitude towards road safety. It was found that children do not use designated areas to walk on and to cross the road. The lack of road signs and pavements, a shortage of pedestrian crossings and no traffic officers being visible contributed to this behaviour among learners.

The fundamental idea is that no one needs to die or be seriously injured in road accidents, as these can be prevented. Therefore, the South African Department of Basic Education has been involved in partnerships with road safety organisations in influencing responsible learner behaviour on the road.

In South Africa, road safety education forms part of the curriculum in Life Orientation and other subjects. The main aim of road safety education should be to change road behaviour, which implies the need for practical education. Road safety education and training should not be just for learners, but for all members of society. This will promote road safety at all levels.

[Adapted from Mail & Guardian, 1–7 August 2014]

Remember:

- First identify the topic that you have to summarise.
- Then delete what is not relevant to the topic.
- List the items you have kept.
- Write your final summary.



The following points form the answer to the question.

1.	Road traffic injuries are one of the main causes of death for people between the ages of five to forty-four.
2.	Research results showed that children do not use the roads correctly/safely and children are not safe as pedestrians.
3.	Shortage of infrastructure and staff leads to unsafe behaviour.
4.	Road injuries and deaths can be avoided.
5.	Important stakeholders/The Department of Basic Education and other organisations are promoting road safety.
6.	The South African curriculum includes road safety education.
7.	Road safety education must be practical/lead to safer behaviour.

You might have phrased your answer differently.

Check whether you have done the following:

		C h e c k b o x
1.	Identified the correct 7 facts.	
2.	Rewrote the facts in your own words, without changing the meaning.	
3.	Did not rewrite any sentence directly from the passage.	
4.	Did not exceed 70 words.	
5.	Indicated the number of words in brackets at the end of your summary.	
6.	Crossed out your draft attempt.	

Remember that your summary writing skills will improve if you practice regularly.




ACTIVITY 6:

(Source: 2016 Preparatory Examination, Sedibeng West District, Gauteng)

You have been asked to write an article for your school newspaper on how to take the perfect selfie. Read the passage below (TEXT E) and list SEVEN tips for learners on how to take the perfect selfie, which you will include in your article.


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 E

How to take the perfect selfie



Taking selfies is a fun way to show the world who you are. Don't just point your camera and take a shot without planning — there's an art to taking the perfect selfie. Make sure that you frame the photo in a way that highlights the feature you want to show. Having a solid light source is essential when taking any kind of photograph. Natural light is the most flattering.

Many cell phones have two cameras: back and front cameras. The back camera takes higher-resolution pictures, but you'll have to turn the phone around, and you won't be able to see your face as you take the picture - but it's worth the trouble.

Don't use a mirror unless there's no other way, as the picture will appear in reverse, and your camera will be visible. Stretch out your arm, use your wrist to point the camera toward your face, and snap away. It will take some practice to get it right, however.


The best selfies have more than just a face. There's something interesting to look at in the background, too. Watch out for photo-bombers like younger siblings, crying children, and dogs taking a bathroom break behind you. Before you snap your selfie, take a quick look around to make sure that no-one is waiting to ruin your moment.

The first requirement of a selfie is that you have to be in it, but there's no rule that says you have to be alone! Grab some friends, siblings, your dog, and other people to take a picture with you.

Adapted from <http://www.wikihow.com/Take-Good-Selfies>

[10]

The following points form the answer to the question.



1	Place the feature you want to show off in the middle of the photo.
2	Natural light (sunlight) is important for taking a good photograph.
3	Use the back camera, as it takes a better photo.
4	Do not use a mirror to photograph yourself, unless there is no other option.
5	The background in the photo should be interesting.
6	Be careful of people or animals that could ruin the picture.
7	Do not pose alone in your pictures if you want to make them more memorable.

TOPIC THREE: VISUAL LITERACY – ADVERTISING



Refer to pages 22 – 28 of the MTG study guide EFAL Paper 1 Language in Context for more information and activities on advertising. (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))

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:

<p>Creativity - Attract attention through creative image.</p>	<p>Emotion - Appeals to the emotions of the audience.</p>
<p>Reason - Appeals to the reader's logical reasoning ability.</p>	<p>Fact and Opinion - Mixing facts and opinions so that the audience cannot tell them apart.</p>
<p>Manipulation - Reference made to scientific research and expert opinions.</p>	

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.

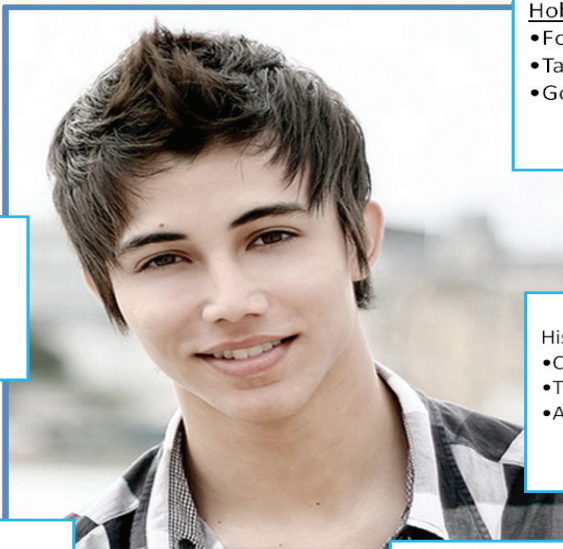
Audience Profile

- Male
- 18 years old
- University student

Music:

- Rap
- Indie
- Hip hop

He usually shops in high street stores, such as: Top man, River Island



Hobbies:

- Football
- Table tennis
- Going to the cinema

His favourite types of film are:

- Comedy – Ted
- Thriller – Skyfall
- Action - The dark knight rises

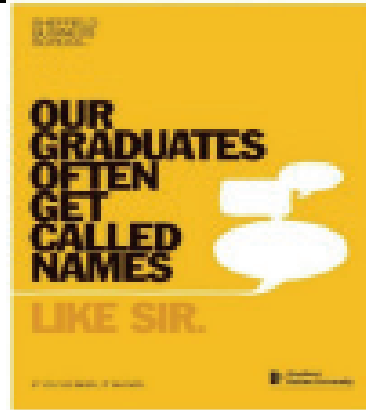
- Quite jokey, confident lad.
- Style inspiration – Zac Efron, Zain Malik

Attention

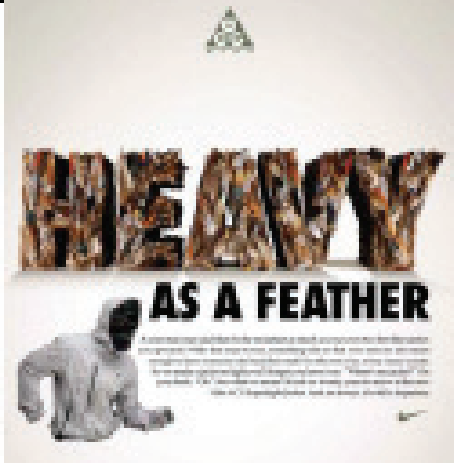
It is vital that the advertiser grabs the attention of the consumer. Attention can be attracted by:



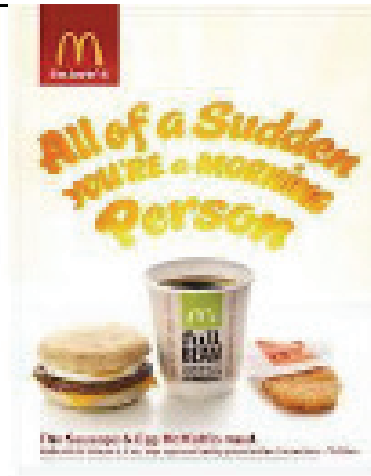
Eye-catching image



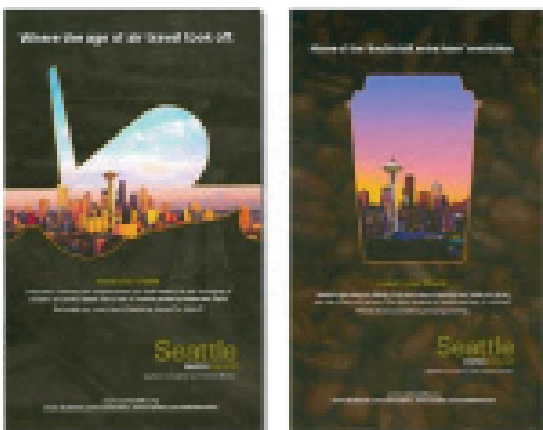
Clever use of language



Catchy headlines



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.



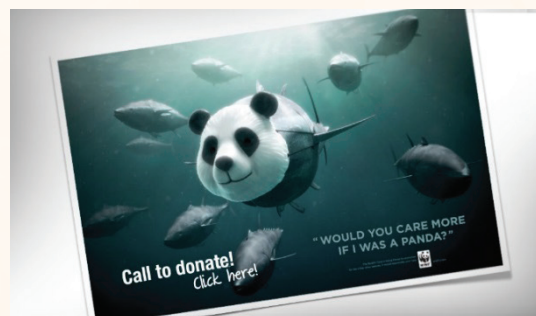
Desire

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.



Joy



Accepted



Aware



Angry



Sadness



Rejected



Surprised



Fearful

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.



Practical example

Verbal cues:
How to read verbal cues in a poster advertising a horror movie.

It lurks in gardens and flowers
invisible and powerful
It hides in winter
and waits for spring

GET THE TISSUES READY FOR...



Visual Clues:
Cat; pollen; film reel; font used
looks like a horror movie.

Character response

Film reel

**Scary font – visual
(illusion of dripping
blood)**

The return of Allergies

Avoid the horror of Hay Fever
Ask your pharmacist about the brand that
Keeps Allergies Away

**Body copy – what is being
advertised.**

STARTS 1 SEPTEMBER
Dr Reddy's Laboratories (PTY) Ltd. Reg. No. 2002/014163/07

1	Who is the target audience of this advertisement?	(1)
---	---	-----

This question requires you to identify the group of people that the advertisement aims to catch.

Answer: People who suffer from allergies or hay fever. / Parents whose children suffer from allergies.

2	According to this advertisement, <u>how</u> can one avoid hay fever and allergies?	(1)
---	--	-----

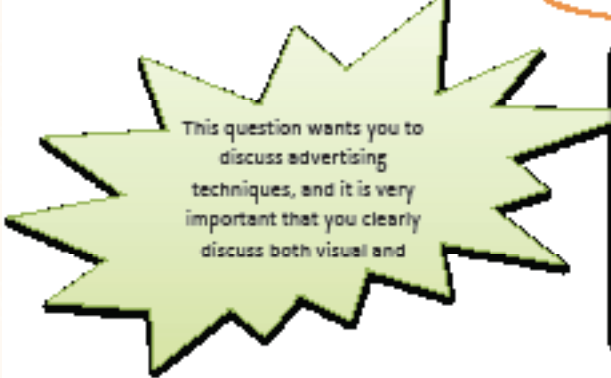


The question wants you to find the solution that is offered for allergies in the advert.

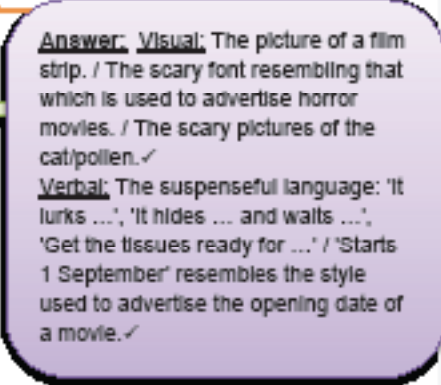


Answer: One can ask one's pharmacist/chemist about a product that will keep allergies at bay. / Buy/use products from Dr Reddy's/the brand that keeps allergies away.

3	Discuss the <u>techniques</u> that the advertiser uses to convey the idea of a horror movie. NOTE: In your answer, refer to the <u>visual and verbal</u> techniques.	(2)
---	--	-----




This question wants you to discuss advertising techniques, and it is very important that you clearly discuss both visual and

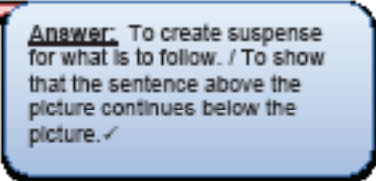


Answer: Visual: The picture of a film strip. / The scary font resembling that which is used to advertise horror movies. / The scary pictures of the cat/pollen. ✓
Verbal: The suspenseful language: 'It lurks ...', 'It hides ... and waits ...', 'Get the tissues ready for ...' / 'Starts 1 September' resembles the style used to advertise the opening date of a movie. ✓

4	Refer to the line, 'Get the tissues ready for ...' Explain <u>why</u> ellipsis has been used here.	(1)
---	---	-----



You need to identify why the punctuation has been used and not just identify the punctuation mark.



Answer: To create suspense for what is to follow. / To show that the sentence above the picture continues below the picture. ✓

5	Give the singular form of the underlined word in the following: Dr Reddy's <u>Laboratories</u>	(1)
---	---	-----

Simple language question.

Answer:
Laboratory

6	<u>Explain</u> what 'Starts 1 September' refers to.	(2)
---	---	-----

This question wants you to explain the intended meaning for the reference to 1 September. It requires knowledge of when seasons start.

Answer: The onset/start of spring / the date on which the products will be available ✓ when allergies/hay fever begin(s)/pollen is released. ✓

7	Discuss the <u>effectiveness</u> of this advertisement.	(2) [10]
---	---	-------------

This is a higher order question. You are required to state and support whether the advert is effective or not. In doing this, you remove yourself from the advert and state

Answer: Open-ended. Accept a suitable response, e.g.
It is effective because the advertiser makes use of horror movie techniques to show that allergies might be serious for some people. / It is not effective because the product is not clearly mentioned. / It is not effective because not everyone will associate a cat with allergies, thus the key message of the advertisement will be lost.

ACTIVITY 7: Let's see how you fare with the following:

(Source: 2016 Preparatory Examination, Sedibeng West District, Gauteng)


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

TEXT F



<http://www.adsofbd.com/print/huawei-gr5-press-ad/3964>

- 1 State what is being advertised. (1)
- 2 Explain how the main picture links to the words in the advertisement. (2)

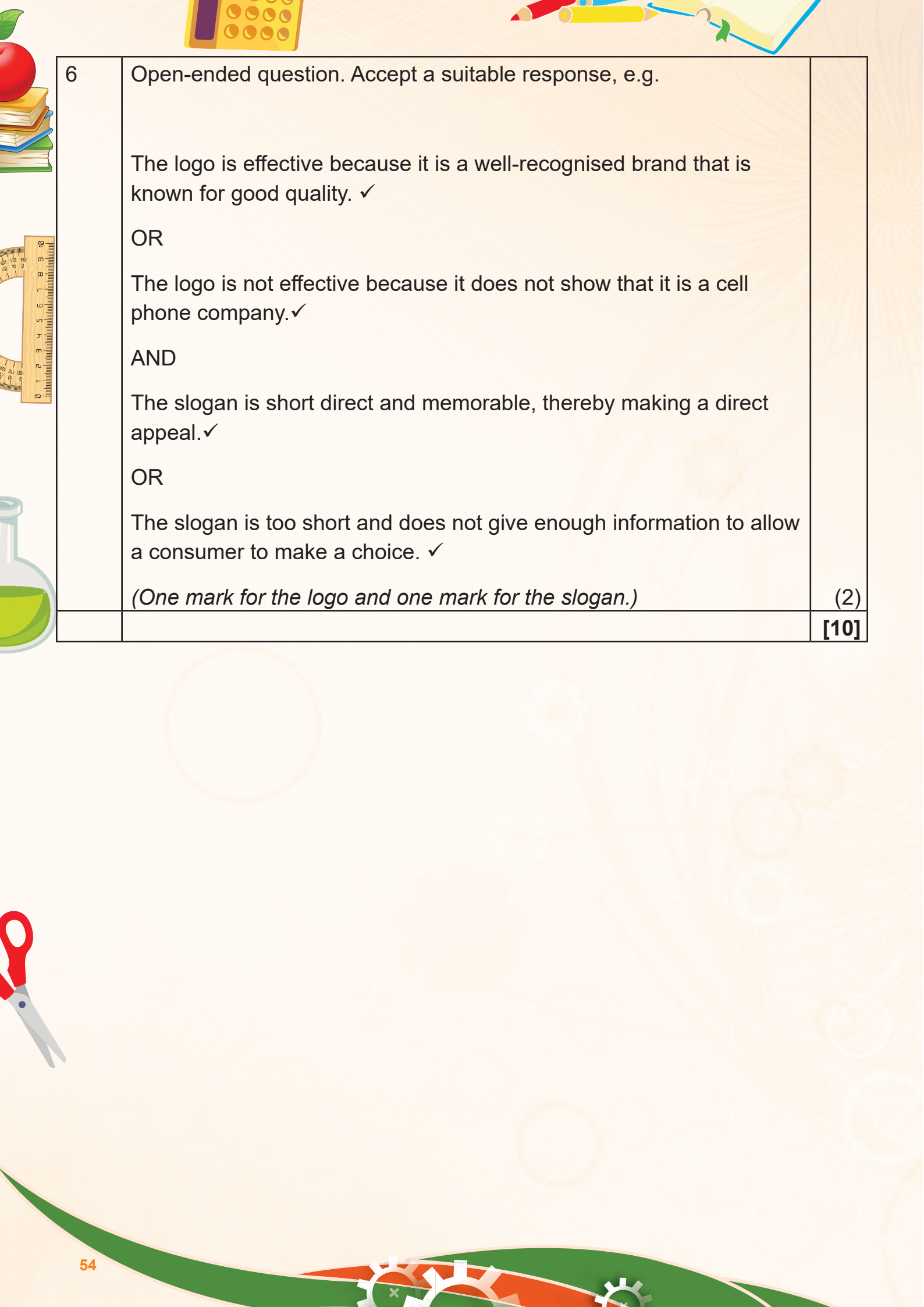
- 
- 3 Explain why the camera is so small in the picture. (2)
 - 4 Identify the slogan used in the advertisement. (1)
 - 5 How will this advertisement appeal to people who are interested in the phone? State TWO points. (2)
 - 6 How successfully does the advertiser use the logo and slogan to achieve his goal? Justify your answer. (2)

[10]



Possible answers:

1	Huawei GR5 cell phone.	(1)
2	The picture shows a miniature camera on a finger.✓ The words explain that with the Huawei GR5 cell phone, all you have to do is tap your finger on a button to take a photo.✓	(2)
3	It represents the size of the camera✓ and also the size of the button✓ that needs to be tapped when taking a photo with the cell phone.	(2)
4	Make it possible.✓	(1)
5	The Huawei GR5 has one-touch features✓; the camera in the phone is of high quality✓; it is easy to use✓. ANY TWO.	(2)





u want to try again? Remember practice makes perfect.

ACTIVITY 8: Study the advertisement and answer the set questions.



Tshwane's strength lies in the rich variety of its natural, historical and cultural heritage. Its warm and pleasant climate – hot summers and cool, dry winters – makes it an ideal tourist destination all year round.

It is the home of jazz and is also renowned as the country's capital of performing and visual arts, boasting several art galleries.

The State Theatre and smaller theatres regularly stage a wide variety of exceptional productions in all genres and feature local and international artists.

For those who love to shop, Menlyn Park Shopping Centre – one of the biggest retail destinations in the Southern Hemisphere – is the place to be.

COME AND EXPERIENCE THE CAPITAL!

City Of Tshwane
 twitter.com/CityTshwane

www.tshwane.gov.za



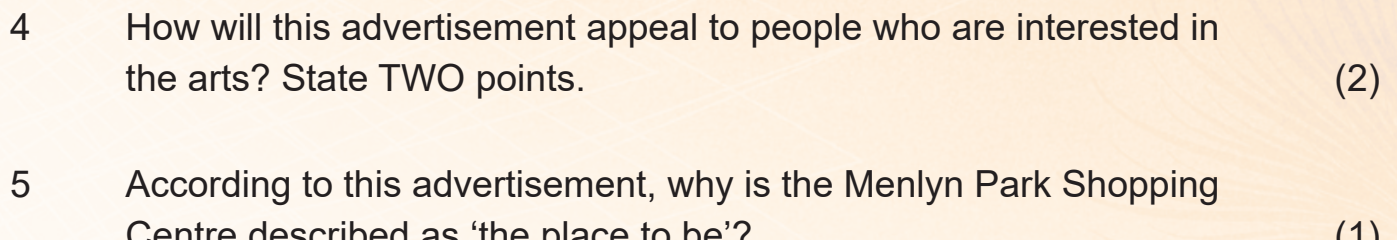
TSHWANE
Vision 2055



CITY OF TSHWANE
IGNITING EXCELLENCE

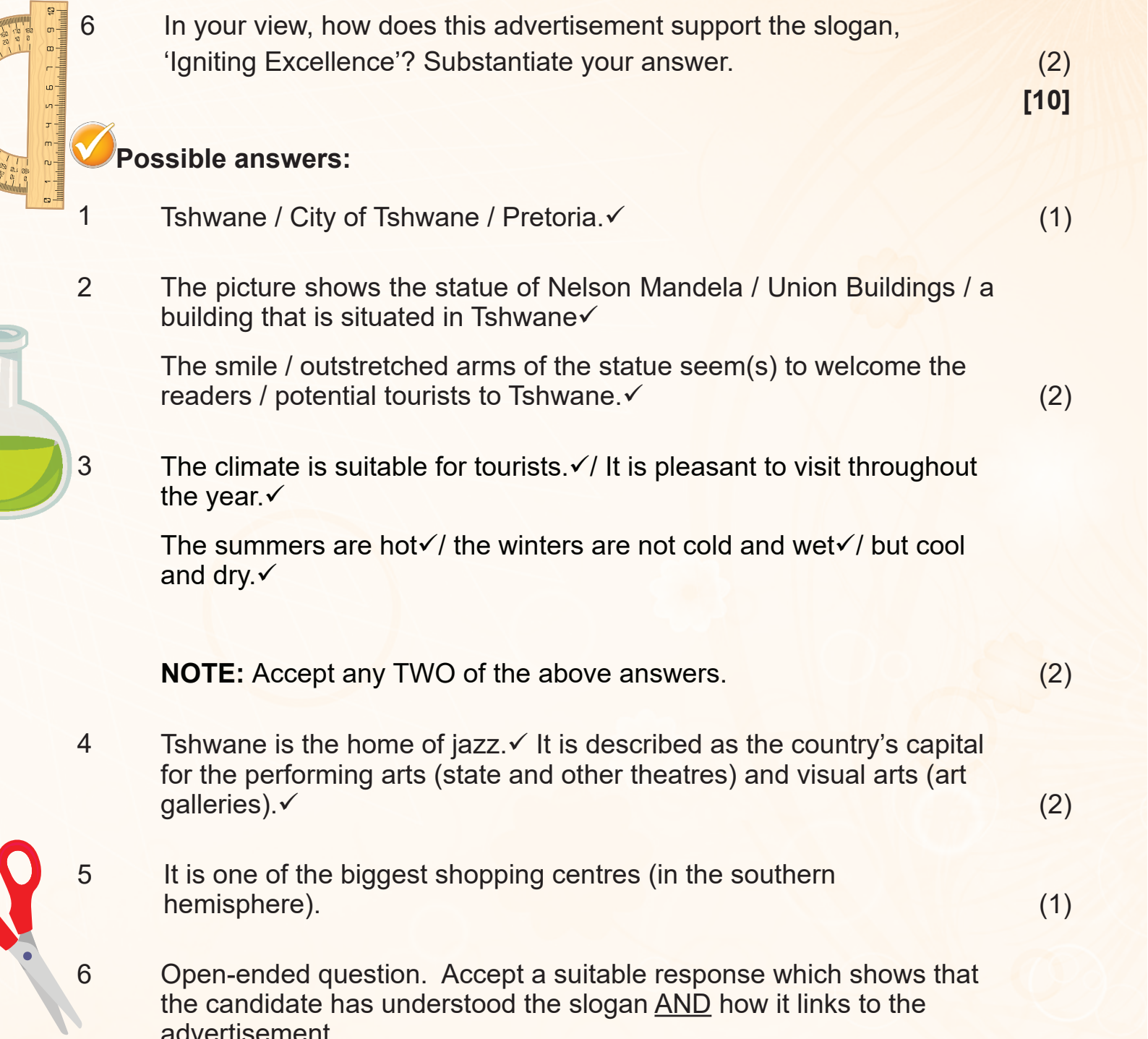
[Source: THE RED BULLETIN, October 2014]

- 1 State what is being advertised. (1)
- 2 Explain how the picture is linked to the words, 'COME AND EXPERIENCE THE CAPITAL!' (2)
- 3 Explain why Tshwane is 'an ideal tourist destination all year round'. (2)

- 
- 4 How will this advertisement appeal to people who are interested in the arts? State TWO points. (2)
- 5 According to this advertisement, why is the Menlyn Park Shopping Centre described as 'the place to be'? (1)
- 6 In your view, how does this advertisement support the slogan, 'Igniting Excellence'? Substantiate your answer. (2)
- [10]**



Possible answers:

- 
- 1 Tshwane / City of Tshwane / Pretoria. ✓ (1)
- 2 The picture shows the statue of Nelson Mandela / Union Buildings / a building that is situated in Tshwane ✓
The smile / outstretched arms of the statue seem(s) to welcome the readers / potential tourists to Tshwane. ✓ (2)
- 3 The climate is suitable for tourists. ✓ / It is pleasant to visit throughout the year. ✓
The summers are hot ✓ / the winters are not cold and wet ✓ / but cool and dry. ✓

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

- 4 Tshwane is the home of jazz. ✓ It is described as the country's capital for the performing arts (state and other theatres) and visual arts (art galleries). ✓ (2)
- 5 It is one of the biggest shopping centres (in the southern hemisphere). (1)
- 6 Open-ended question. Accept a suitable response which shows that the candidate has understood the slogan AND how it links to the advertisement.

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

[10]

TOPIC FOUR: VISUAL LITERACY – CARTOONS



Refer to pages 29 – 36 of the MTG study guide EFAL Paper 1 Language in Context for more information and activities on cartoons. (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))

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	Techniques
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		m o c k i n g arrogance	self-ridicule
	social		pretence	

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



Setting:

Where and when is the scene taking place?

Where?
(look at the clues)
The Palace in the UK
The guards
Queen Elizabeth...
The carriage

When?
(analyse the clues)
Mandela's presidency
Foot-note (1994-2011)
Patriots staying abroad

Link?
Verbal and visual cues

Zapiro (Jonathan Shapiro) - Cartoon featuring Nelson Mandela - Irik on paper. - Courtesy of the artist. © 1994-2011 Zapiro (All rights reserved).
On view at the South African Jewish Museum, Cape Town in "Zapiro: Jiving with Madiba" until November 19th.



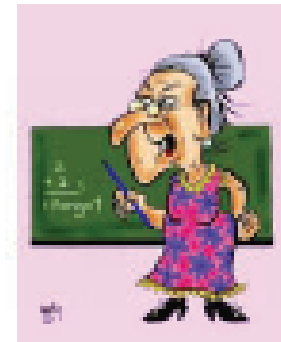
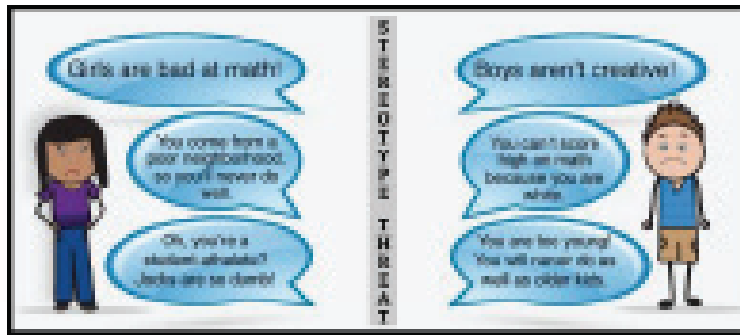
Characters:



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:

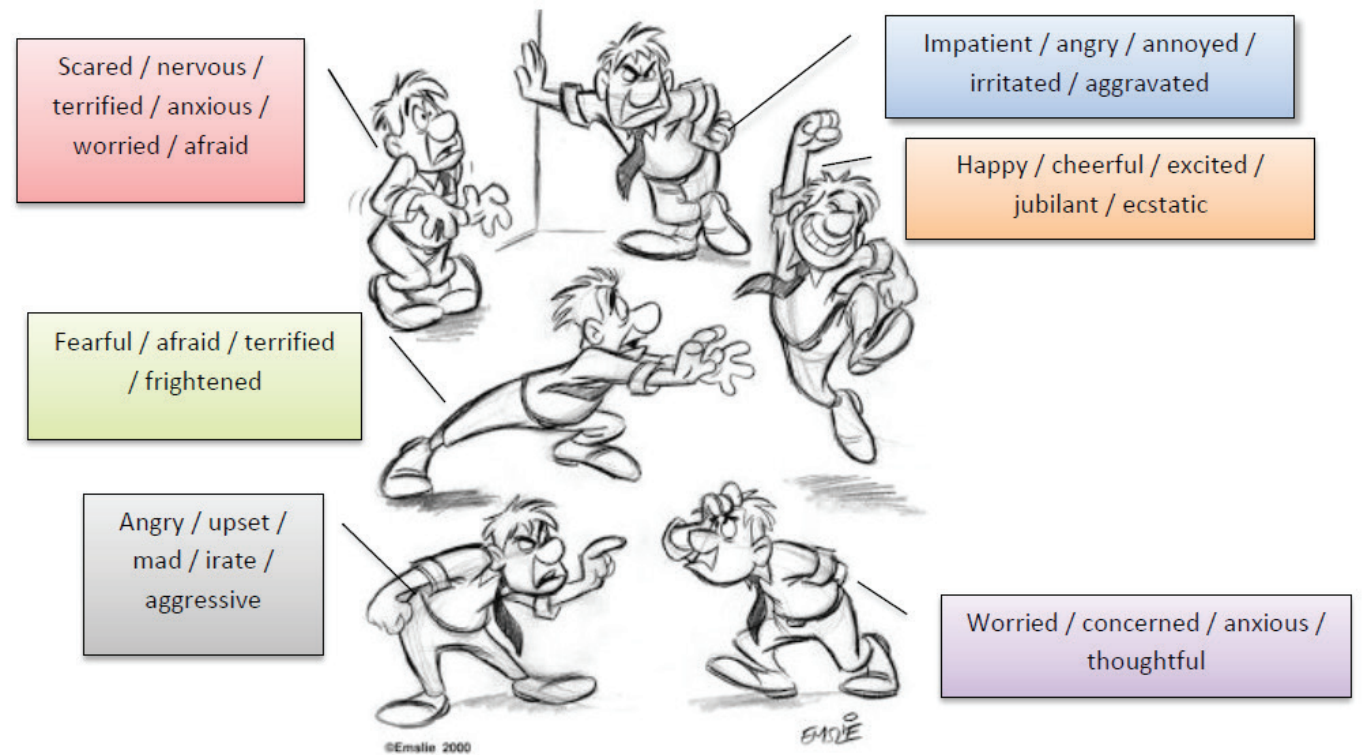
When answering questions on a cartoon, do not just write *facial expression* when asked for evidence of emotion. Describe the facial expressions you see. Remember there are more emotions than just happy, sad or angry. Use your dictionary and look up words that describe facial features.



Body language:

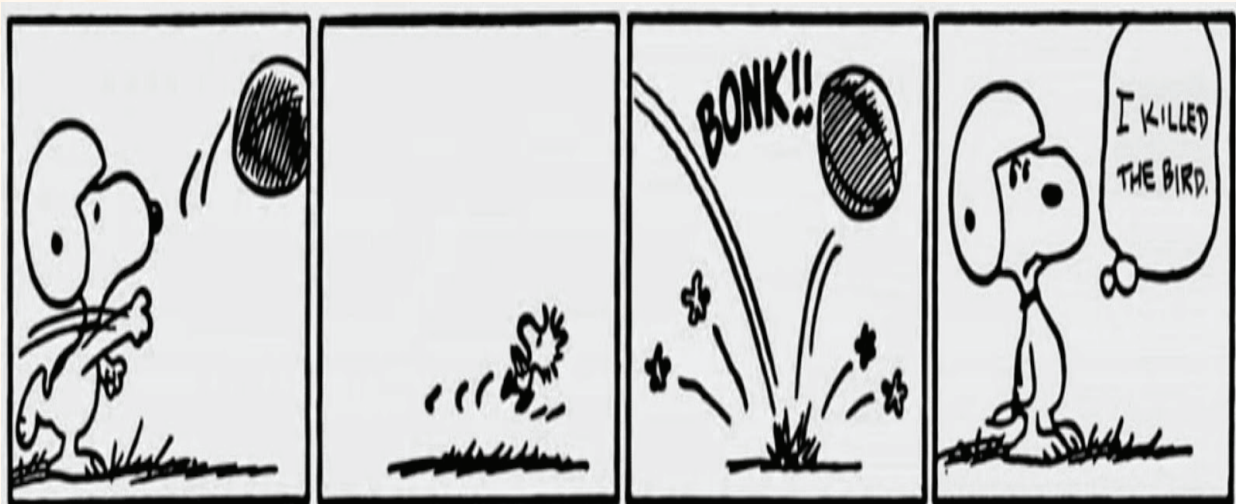
Body language in cartoons is indicated using symbols that show various gestures and emotions expressed in different situations. *Across the world, people derive the same implicit meaning from our body language and facial expressions.*

Look at the examples below.



Movement lines:

Symbols or lines are used to indicate movement/emotion.

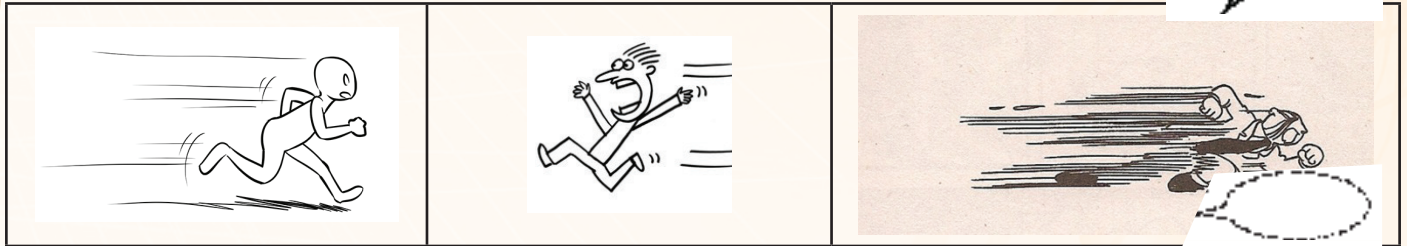
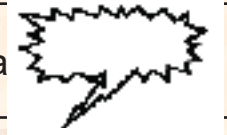


[Source: Google Images]

Movement is indicated by vertical, curved and diagonal lines.



Speedy action is indicated by streaky lines or the action leaving the fra



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 (!!).



[Source: Google Images]

! NB! It is only acceptable in a cartoon to use multiple punctuation marks to show emotion.

MADAM & EVE

by Stephen Francis & Rico

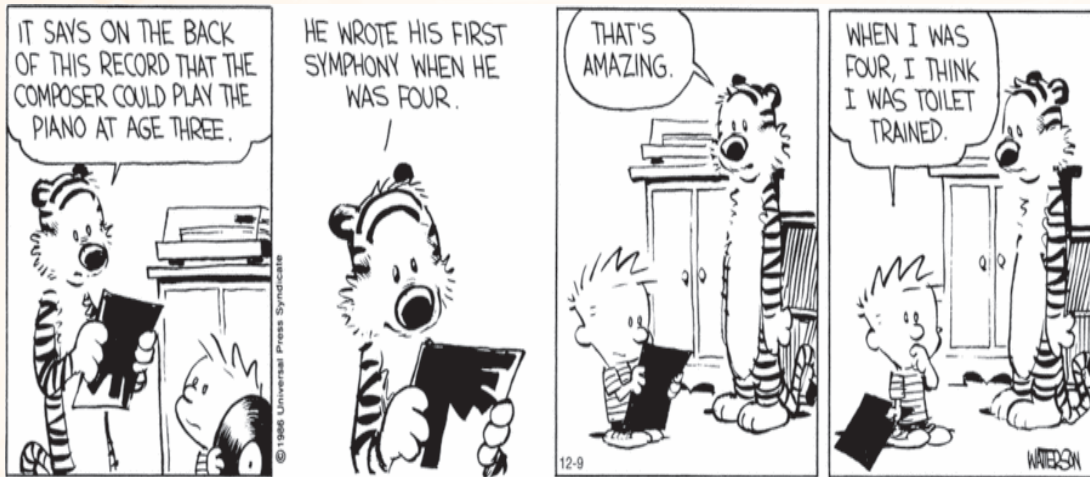


Language:

Language in a cartoon can be formal or informal.



Toothpaste For Dinner.com



[Source: Google Images]

Bubbles

Speech bubbles are used for words spoken aloud.



Thought bubbles are used for words that are not spoken aloud.



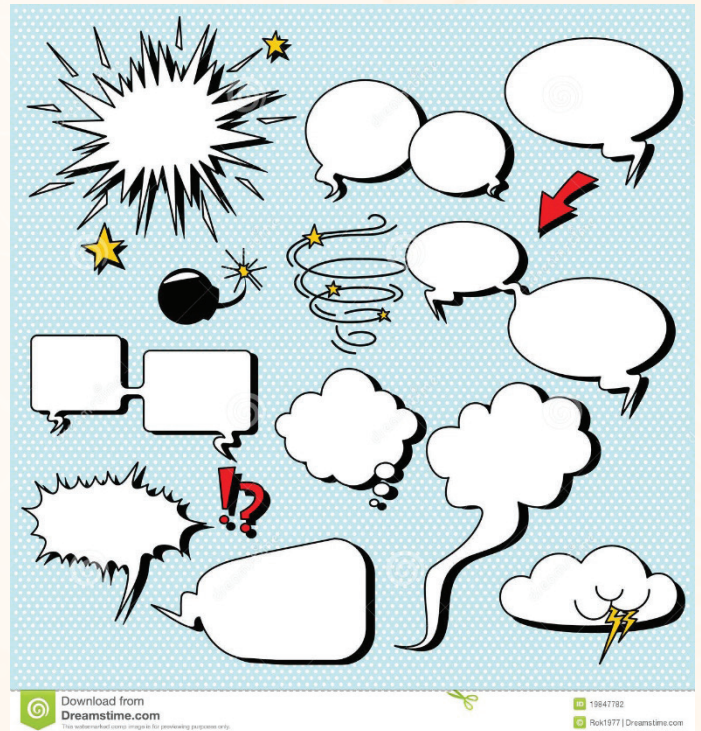
Shouting or emotional reactions can also be captured in jagged-edge speech bubbles.



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 9: Now, let's try to respond to questions on a cartoon:

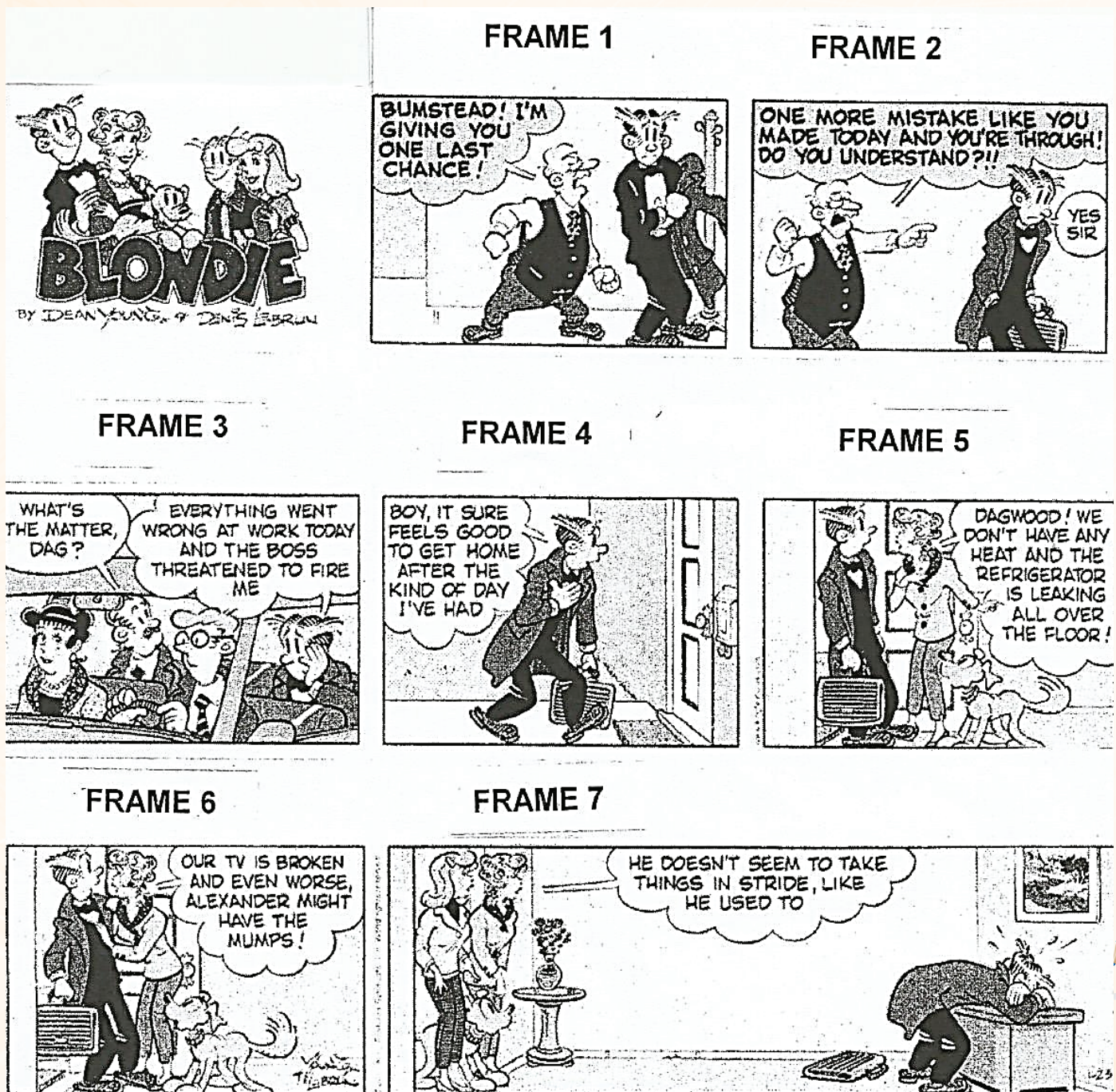
Read the cartoon below and answer the set questions.

NOTE: In this cartoon, the characters are the boss, the employee, Dagwood Bumstead and Dagwood's wife, Blondie.



It's important to read this note so that you are able to differentiate between the characters. You don't want to refer to Bumstead as Blondie, do you?

Also take note of frame references, so that you can get the right context.



[Source: Google Images]

- 1 Refer to frame 1.
State ONE of the ways in which the boss shows that he is angry at Bumstead.

NOTE: In your answer, refer to the visual and verbal clues. (1)

Visual

Describe what you see AND interpret what it means and then refer to the words used, including punctuation marks.

-The boss has his fists clenched, one towards Bumstead and the other towards his back. / He is leaning forward as if to attack Bumstead. / His mouth is wide open, suggesting that he is shouting. ✓

OR

Visual

The words spoken by the boss end with exclamation marks, suggesting that he is shouting. / The boss tells Bumstead that he is giving him one last chance. ✓

- 2 Refer to frame 2.
Why is the boss angry?

Write down your interpretation of the cartoon.

(1)

Dagwood seems to have made a mistake.

- 3 Refer to frame 3.
What indication is there that Dagwood is sad? Mention TWO points. (2)

Describe what you see AND interpret what it means, then look for visual clues (marks on the cheek) for another point.

-The man sitting next to Dagwood asks what is wrong ('What's the matter ...'). ✓

-Dagwood sits in silence with his hand on his cheek. ✓

- 4 Refer to frame 4.



How does Dagwood show that he is relieved to be home?

NOTE: In your answer, refer to the visual and verbal clues.

(2)

He has his hand on his chest, which suggests that he is relieved to be home. / The statement, 'Boy it sure feels good to get home', also suggests relief.

5 Refer to frame 5.

Why does Blondie meet Dagwood at the door?



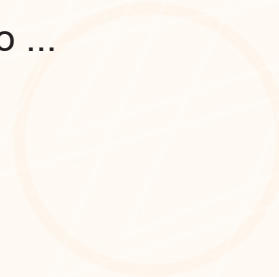
Blondie meets Dagwood to tell him about all the household problems. (1)

6 Refer to frame 7.

Choose the correct answer to complete the following sentence. Write down ONLY the question number (2.6.1) and the letter (A–D) of the correct answer.

6.1 The expression 'to take things in stride' means to ...

- A make progress.
- B walk with long strides.
- C cross with a single, long step.
- D cope easily.

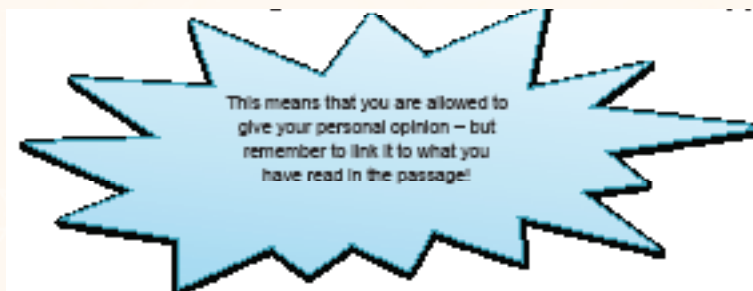


D - to cope easily.

(1)

6.2 Do you think Dagwood's reaction in this frame can be justified?

Discuss your view.



Yes. The tears and the action of him putting his head down on the table suggest he is tired and frustrated because he has had a very difficult day at work. He had expected to come home to some peace and quiet, but now he encounters further problems.

OR

No. Even though he has had a difficult day at work, he should leave those problems at work and not bring them home with him. As the man of the house, he has a responsibility towards his family when he arrives home.

(2)

[10]

TOPIC FIVE: LANGUAGE IN CONTEXT



Refer to pages 37 – 63 of the MTG study guide EFAL Paper 1 Language in Context for more information and activities on language in context. (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 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 the questions in this section. You can source more questions from previous question papers, the Internet, your textbook or any other source.
3. Mark your own answers and where you made a mistake, go back to the notes in MTG to ensure that you understand the rule correctly.
4. You may also want to look at how the language structures are used in passages, literature texts and in spoken texts.



ACTIVITY 10: Read the following passage (TEXT G), which contains some deliberate errors. Then answer the set questions.



Take note: You will be provided with texts that are used to test language structures. Some texts, like text G, will contain some deliberate errors. Read the texts carefully as you may be required to identify and correct the mistakes.


Let's do the following together.

TEXT G

DESPATCH TEEN STEPS UP TO PLATE

- 1 A Despatch teenager, who have only been playing competitive baseball for two years, is set to become the first Eastern Cape player in more than a decade to represent the country when he participates in the World Cup next month.
- 2 Dylan le Rouw, 14, was selected between more than 210 players to represent South Africa at the under-15 Baseball World Cup in Mexico.
- 3 “It was a huge shock and a great honour to be chosen for the team. I have only been playing the sport competitive for two years. I have always focused on rugby and cricket which I feel definately helped me excel at baseball. I learnt all I know from my dad and my team. I hope I can make them both proud.”
- 4 South Africa is among 18 countries competing at the tournament. The team will face baseball heavyweights USA and Japan.
- 5 Dylan’s dad said, “I am immensely proud of Dylan because he has worked hard. The South African Baseball Union is covering half the costs. We are raising the rest of the money through various fund-raisers. We have raised R6 000 thus far and I am confident we will get the rest before he leaves.”

[Adapted from The Herald, 17 June 2014]

 Could you identify the errors? You may want to underline them and then correct them as instructed.

- 1 Correct the SINGLE errors in each of the following sentences. Write down only the question numbers and your answers.
- (a) A Despatch teenager, who have only been playing competitive baseball for two years will represent the country in the World Cup next month. (1)
- (b) Dylan le Roux, 14, was selected between more than 210 players. (1)
- (c) I have always focused on rugby and cricket which I feel definately helped me excel at baseball. (1)
- (d) I have only been playing the sport competitive for two years. (1)

Answers

- (a) Has [concord error]
- (b) From [preposition error]
- (c) Definitely [spelling error]
- (d) Competitively [incorrect adverb]

2 Rewrite the following sentence in the negative:
I learnt all I know from my dad and my team. (2)

ANSWER:

2 I did not / didn't learn all I know from my dad and my team.

Refer to MTG p49 for more on the negative form.

3 Change the following sentence into a tag question.

The team will face baseball heavyweights USA and Japan. (2)

ANSWER:

The team will face baseball heavyweights USA and Japan, won't they✓/ will they not?

Refer to MTG p45 for more on tag questions.

4 Rewrite the following sentence in reported speech:

Dylan's dad said, "..." (3)

ANSWER:



Dylan's dad said that he was immensely proud of Dylan.

Refer to MTG p46 for more on Reported Speech.

5 Combine the following sentences into a single sentence, using the word 'if':

Dylan excels in Mexico.

Dylan works hard.

ANSWER:

(2)



Dylan will excel in Mexico if he works hard.

OR

If Dylan works hard, he will excel in Mexico.

Refer to MTG p51 for more on combining sentences.

- 6 Rewrite the following sentence in the passive voice, starting with the given words.

The South African Baseball Union is covering half the costs.

Start with: Half the costs ...

ANSWER:

Half the costs are being covered ✓ by the South African Baseball Union.

Refer to MTG p43 for more on Passive Voice.

Study the following text (TEXT H), and answer the set questions.

TEXT H



Dressed in traditional graduate initiate attire

December will be a month to remember, for these boys, from Uitenhage, when they celebrate their *umgidi* – a ceremony held by family and friends to welcome a boy home after initiation. They enter the bush at the end of November, together with other boys from the Bay. They are nervous and excited at the same time.

[Adapted from *The Herald*, 22 January 2014]

7 Provide an antonym for the underlined word in the following sentence.

December will be a month to remember.

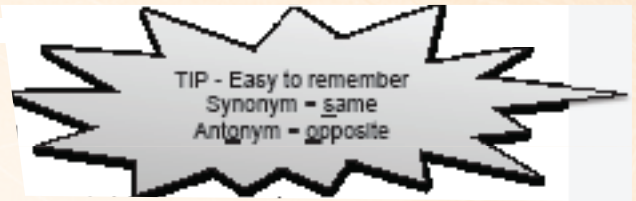
(1)

ANSWER:

forget

Refer to MTG p57 for more on

Vocabulary.



8 Choose the correct answer to complete the following sentence.

Write down ONLY the question number (2.2) and the letter (A–D) of the correct answer.

The word *umgidi* is written in italics because it ...

A is the title of a book.

B is the name of a festival.

C is not an English word.

D must be emphasised.

(1)

ANSWER:

C - it is not an English word. (See number 4 in block.)

WHEN TO USE ITALICS	
1.	Provide emphasis
2.	Provide contrast
3.	For titles of books
4.	When referring to foreign words
5.	When using non-English words in a sentence
6.	When discussing names of vehicles
7.	In legal cases
8.	For zoological names
9.	For titles of newspapers and magazines
10.	For titles of movies and television shows
11.	For the name of an album (titles of songs are in quotes)

9 Rewrite the following sentence in the past tense.

They enter the bush at the end of November.

(1)

ANSWER:

They entered ✓ the bush at the end of November.

Refer to MTG p38 more on verb tenses.

NOTE:

- These types of questions require you to apply your knowledge of parts of speech, e.g. nouns, verbs, adverbs

10 Give the correct form of the word in brackets. Write only the letter and its answer.

Umgidi is the (a) (celebrate) that not only marks the end of a journey, but it also (b) (symbol) the start of a new one.

(2)

ANSWER:

- (a) celebration ✓
- (b) symbolises ✓

11 Identify the part of speech of the underlined word.

They are nervous and excited at the same time.

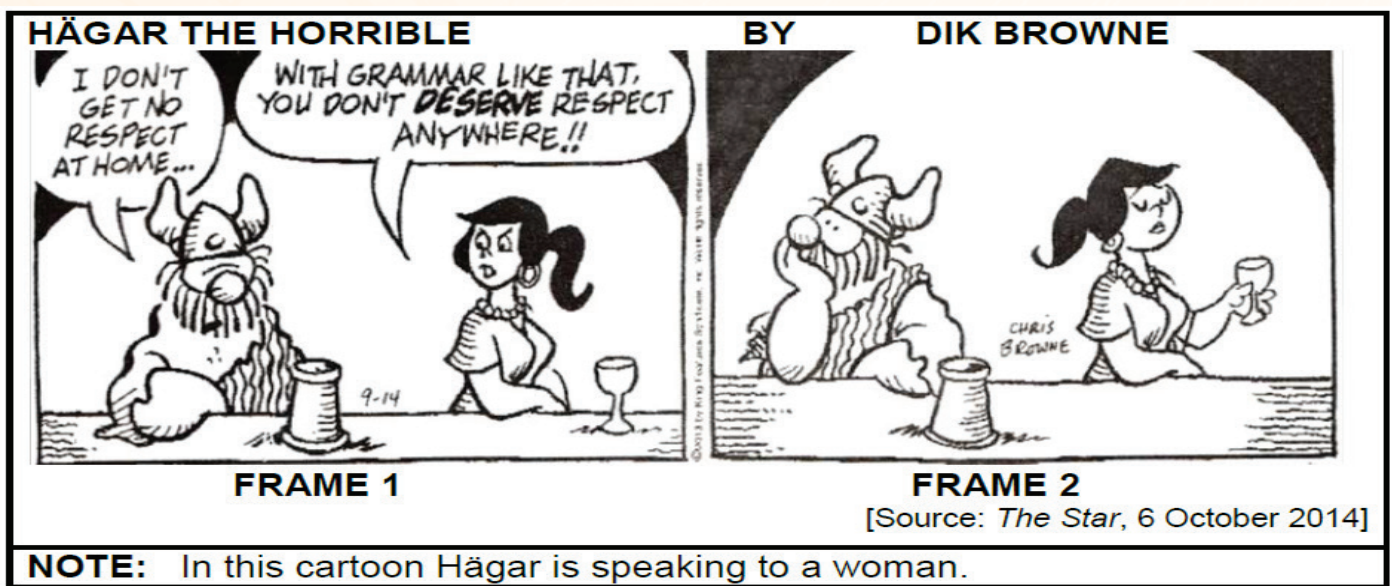
(1)

ANSWER:

Pronoun

Refer to MTG p51. Study the following text (TEXT I), and answer the set questions.

TEXT I





12 Refer to “I don’t get no respect at home ...” (frame 1).

- (a) Write out the word ‘don’t’ in its complete form. (1)
- (b) Rewrite the above sentence, using correct grammar. (1)

ANSWER:

- (a) do not
- (b) I don’t / do not get any ✓ respect at home ...

Refer to MTG p53 for more on the apostrophe.



13 Choose the correct answer to complete the following sentence:

The ellipsis (...) in frame 1 indicates ...

A a complete sentence.

B an emphasis.


C an incomplete sentence.

D an exclamation.

(1)

ANSWER:

C - an incomplete sentence.



14 Rewrite the following sentence in reported speech:

She said, 'You don't deserve respect anywhere!'

(3)

ANSWER:

She said that he did not / didn't deserve respect anywhere.



ACTIVITY 11:



Source: DBE ASC May 2015

Read the passage (TEXT J) below, which contains some deliberate errors, and then answer the set questions.	
--	--



MAN MAKETH THE SHIRT

1 Desré Buirski becomes teary when she describes how she came to dress the worlds most admired statesman.

2 Buirski’s family immigrated to the US during apartheid. She returned to South Africa in 1992 after Mandela’s release, desperetely wanting to be part of the historical moment. In the same year, she opened her first clothing shop at the V&A Waterfront in Cape Town. Describing the experience as if it (was/were) yesterday, Buirski explains that she wanted to make a difference, but had no idea how. She decided to take one of her silk shirts to Mandela as a gift.

3 ‘I wrapped up my business card in the shirt, went up to Mandela’s car and knocked on the driver’s window. He told me to give the package to the bodyguard who put the shirt in the boot,’ she said.

4 On 10 May 1994, Mandela was inaugurated as South Africa’s first black president, and shortly thereafter started wearing a patterned silk shirt – Buirski’s shirt. The style quickly became part of his public identity. He defined the style of what has become known as the ‘Madiba Shirt’. The shirts have been worn by (icon) and (influence) men. These shirts are now available all over the world.

[Adapted from *The Times*, 17 July 2014]

5

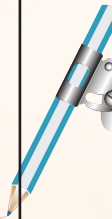
10

15



1	Correct the SINGLE error in each of the following sentences. Write down ONLY the question numbers and the words you have corrected.	
---	---	--

	(a) Desré Buirski becomes teary when she describes how she came to dress the worlds most admired statesman.	(1)
	(b) Buirski’s family immigrated to the US during apartheid.	(1)
	(c) Buirski desperetely wanted to be part of the historical moment of Mandela’s release in South Africa.	(1)



2	<p>Choose the correct word from those in brackets. Write down ONLY the question number and the word you have chosen.</p> <p>Describing the experience as if it (was/were) yesterday, Buirski explains that she wanted to make a difference, but had no idea how.</p>	(1)
3	<p>Write down the correct form of each of the words in brackets. Write down ONLY the question numbers (5.1.3(a) and 5.1.3(b)) and your answers.</p> <p>The shirts have been worn by 5.1.3(a) (icon) and 5.1.3(b) (influence) men.</p>	(2)
4	<p>Rewrite the following sentence in the passive voice.</p> <p>She opened her first clothing shop at the V&A Waterfront.</p>	(1)
5	<p>Rewrite the following sentence in reported speech:</p> <p>'I wrapped up my business card in the shirt,' said Desré.</p>	(4)
6	<p>Combine the following sentences into a single sentence, starting with the given word:</p> <p>He was popular.</p> <p>He remained humble.</p> <p>Start with: Despite ...</p>	(2)
7	<p>Write down the correct degree of comparison for the word in brackets:</p> <p>These shirts are becoming even (popular) after Mandela's death.</p>	(1)



Study the following text (TEXT K) and answer the set questions.

TEXT K

Here's some fuel for thought

What would our country look like if no one thought about the future? In order to create a better South Africa, Total is supporting a number of projects to promote transformation in education, science and technology, including the Sci-Bono Centre in Johannesburg. Visit www.total.co.za to see how we are transforming thought into action through our different national partnerships.

For more information call 0860 111 111

www.total.co.za You know where to turn **TOTAL**

[Source: *Mail & Guardian*, 30 August to 5 September 2013]

8 Complete the following sentences correctly according to the instructions given in brackets. Write down ONLY the question numbers (5.2.1(a) and 5.2.1(b)) and your answers.

- (a) One must think about the future of ... country. (Fill in the correct pronoun.)
- (b) A number of projects ... been supported by Total. (Complete the verb correctly.)

(1)


(1)

9	Choose the correct answer from the options given. Total is supporting a number of projects. The tense used in the above sentence is ...			
---	---	--	--	--

A	simple present tense.		
B	present continuous tense.		
C	present perfect tense.		
D	present perfect continuous tense.		(1)

10	Study the following sentence: Total is transforming thought into action <u>through</u> its different national partnerships. Use a homophone for the word <u>through</u> in a sentence of your own.		(2)
----	---	--	-----

11	Change the following sentence into a tag question: You know where to turn.	(1)	[20]
----	---	-----	------

 **Check your answers: ASC May 2015**

1	(a) world's	(1)
	(b) emigrated	(1)
	(c) desperately	(1)
2	were	(1)
3	(a) iconic/ icons	(1)
	(b) influential	(1)
4	Her first clothing shop was opened (by her) at the V&A Waterfront.	(1)
5	Desré said that <u>she had wrapped up her</u> business card in the shirt.	(4)

6	<p>Despite his popularity, ✓ he remained humble. ✓</p> <p style="text-align: center;">OR</p> <p>Despite being popular, ✓ he remained humble. ✓</p> <p style="text-align: center;">OR</p> <p>Despite the fact that he was popular, ✓ he remained humble. ✓</p>	(2)
---	---	-----

7	more popular	(1)
---	--------------	-----

8	(a)	one's	(1)
	(b)	have	(1)

9	B - present continuous tense	(1)
---	------------------------------	-----

10	<p>Any suitable response will be accepted, e.g.</p> <p>The boy <u>threw</u> the ball at his friend.</p> <p>NOTE: ONE mark for the correct homophone (threw) and ONE mark for the correct sentence will be awarded.</p>	(2)
----	---	-----

11	<p>You know where to turn, don't you?</p> <p style="text-align: center;">OR</p> <p>You know where to turn, do you not?</p>	(1)
----	--	-----



ACTIVITY 12: DBE ASC EXAMS 2016

<p>Read the passage (TEXT L) below, which contains some deliberate errors, and then answer the set questions.</p> <p>TEXT L</p>		
--	--	--

AN OLD LAND ROVER SCORES A MAKEOVER

In a case of mistaken identity, an old Land Rover receives its first ever professional makeover from a dreamy mechanic. Elsa Jansen explains how it happened.

1 A farmer's workhorse is a wonderful vehicle. The Land Rover has to accept that she will go through life with little in the way of love and affection. She is often driven in harsh conditions and when she develops a pain or cough, she has to endure an unprofessional person looking at her engine. She is permanently covered with dust and is seldom washed or polished. 5

2 Fortunately, this stereotype is not true of all farmers. Our neighbour Pieter, a pharmacist, does not waste time with engines. When a vehicle on his farm gives him problems, he phones the professionals and lets them worry about it. When his Land Rover had gearbox problems, he called the local mechanic and explained how to get to his farm. 10


3 The following week the mechanic arrived by our farm and began repairing our old Land Rover. The foreman was surprised to see the mechanic but assisted him in giving the Land Rover its first ever professional makeover. Meanwhile, Pieter kept phoning the garage to find out where the mechanic was, only to find that the wrong Land Rover had been repaired. 15

[Adapted from *Leisure Wheels*, October 2015] 20


1	Correct the SINGLE error in each of the following sentences. Write down ONLY the question numbers and the words you have corrected.	
---	---	--

(a)	In a case of mistaken identity, an old Land Rover recieved its first ever professional makeover from a dreamy mechanic.	(1)
(b)	A farmers workhorse is a wonderful vehicle.	(1)
(c)	When a vehicle on his farm gives him problems, he phones the professionals and lets they worry about it.	(1)
(d)	The following week the mechanic arrived by our farm and began repairing our old Land Rover.	(1)


2	Name TWO punctuation marks that can be used to replace the commas in the following sentence: Our neighbour Pieter, a pharmacist, does not waste time with engines.	(2)
---	---	-----




3	Identify the parts of speech of the underlined words in the following sentence. <u>She</u> is often driven in <u>harsh</u> conditions.	(2)
---	---	-----



4	Rewrite the following sentence in the active voice: The Land Rover was given her first professional makeover by the mechanic.	(1)
---	--	-----



5	Change the following sentence into reported speech: Pieter told the mechanic, 'I was looking for you the whole day.' Start with: Pieter told the mechanic that ...	(4)
---	---	-----



6	Choose the correct answer to complete the following sentence: The figure of speech used to describe the writer's Land Rover in the first nine lines of the passage is ... A a metaphor. B a simile. C assonance. D personification.	(1)
---	--	-----

Study the text (TEXT M) below and answer the set questions.

TEXT M



The entire country knows when the Springboks are playing – green and gold is worn proudly and becomes a symbol that unites us on match days. Their fans give the Bokke all the support they deserve to soar to new heights. The Springboks strive to remain the best.

[Adapted from *Sawubona*, August 2014]

7 Rewrite the following sentence in the past tense:

The entire country knows when the Springboks are playing.

(2)

8 Give the antonym for the word 'unites' in the following sentence:


The entire country knows when the Springboks are playing – green and gold is worn proudly and becomes a symbol that unites us on match days.

(1)

9	<p>Study the following sentence and use a homophone for the word 'soar' in a sentence of your own.</p> <p>Their fans give the Bokke all the support they deserve to soar to new heights.</p>	(1)
---	---	-----

10	<p>Rewrite the following sentence and give the correct form of the word in brackets:</p> <p>Watching the Springboks at the stadium is (good) than watching them on television.</p>	(1)
----	--	-----

11	<p>Complete the following tag question.</p> <p>The Springboks strive to remain the best, ...?</p>	(1) [20]
----	---	--------------------

 **Check your answers: DBE SCE 2016**

NOTE: Spelling in this question must be correct.				
1	(a) received / receives		(1)	
	(b) farmer's		(1)	
	(c) them		(1)	
	(d) at / on		(1)	

2	Brackets✓ and dashes✓	(2)
3	pronoun✓ adjective✓	(2)
4	The mechanic gave the Land Rover her first professional makeover.✓	(1)
5	Pieter told the mechanic that <u>he</u> ✓ <u>had been</u> ✓ looking for <u>him</u> ✓ the whole day. NOTE: ONE mark for each underlined change and ONE mark for the correct use of punctuation will be awarded.	(4)
6	D - personification	(1)
7	The entire country <u>knew</u> when the Springboks <u>were playing</u> .	(2)
8	Divides / fragments / splits / separates	(1)
9	Any suitable response will be accepted, e.g. He has a sore throat. / She saw him at the rugby match. / He went to the hardware shop to buy a saw. NOTE: The homophone must be used correctly in the sentence.	(1)
10	Watching the Springboks at the stadium is better than watching them on television.	(1)
11	don't they / do they not	(1) [20]



THESE NOTES ON PAPER 2 ARE ONLY APPLICABLE TO THOSE CANDIDATES WRITING THE SUPPLEMENTARY EXAMINATIONS FEBRUARY/MARCH 2017 AND JUNE/JULY 2017 (AMENDED SENIOR CERTIFICATE.)

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

Refer to the MTG study guide EFAL Paper 2. There are seven guides on literature. Select only two genres that you have studied to prepare for your examination. If you were at school recently, try to study the same titles you studied at school. (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))

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 on page 4 to assist you.

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

**IT IS IMPORTANT
TO ANSWER
QUESTIONS ON
ONLY TWO (2)
BOOKS WHICH
SHOULD BE FROM
DIFFERENT
SECTIONS**

6. Number the answers correctly according to the numbering system used in this question paper.
 7. Start EACH section on a NEW page.
 8. Spend approximately 60 minutes on each section.
- Write neatly and legibly.

THIS IS THE TABLE OF CONTENTS IN THE QUESTION PAPER

SECTION A: NOVEL

Answer ANY ONE question.

QUESTION NO.	MARKS	PAGE NO.
1. <i>To Kill a Mockingbird</i>	35	5
2. <i>Lord of the Flies</i>	35	8
3. <i>A Grain of Wheat</i>	35	12

SECTION B: DRAMA

Answer ANY ONE question.

4. <i>Romeo and Juliet</i>	35	16
5. <i>Nothing but the Truth</i>	35	20

SECTION C: SHORT STORIES

Answer the questions set on BOTH extracts.

6.1 'The Luncheon'	17	24
6.2 'Relatives'	18	26

SECTION D: POETRY


Answer the questions set on BOTH poems.

7.1 'Death be not proud'	17	28
7.2 'A prayer for all my countrymen'	18	30




PAGE TO THE RELEVANT PAGES OF THE **TWO** GENRES YOU HAVE STUDIED.

ENSURE THAT YOU STUDY ALL OF THE POEMS LISTED BELOW IF YOU DECIDE TO ANSWER QUESTIONS SET ON POETRY.

1. Let me not to the marriage of true minds (Sonnet 116) – William Shakespeare
 2. Death be not proud – John Donne
 3. On his blindness – John Milton
 4. A prayer for all my countrymen – Guy Butler
 5. The birth of Shaka – Mbuyiseni Oswald Mtshali
 6. Mementos, 1 – W.D. Snodgrass
 7. Auto wreck – Karl Shapiro
 8. Cheetah – Charles Eglinton
 9. The serf – Roy Campbell
 10. An elementary school classroom in a slum – Stephen Spender
- 

ENSURE THAT YOU STUDY ALL OF THE SHORT STORIES LISTED BELOW IF YOU DECIDE TO ANSWER THE QUESTIONS SET ON THE SHORT STORIES.

1. Manhood by John Wain
 2. The Luncheon by W. Somerset Maugham
 3. The Soft Voice of the Serpent
 4. Relatives by Chris van Wyk
 5. The Coffee-cart Girl by Es'kia Mphahlele
 6. The Dube Train by Can Themba
 7. The Secret Life of Walter Mitty by James Thurber
 8. The Sisters by Pauline Smith
- 



Use the following page to summarise each short story:

Vocabulary		
Background and Setting		
Characters		
Compare and contrast characters		
Narrator of the story		
Language/Style		
Summary: Structure and plot development		
Themes		

<p>Figures of speech</p> <p>List and comment on effectiveness</p>		
<p>Title</p>		



You can use your MTG notes to complete the analysis template for all the short stories. This is an easy reference guide to ensure that you get all the information in a compact way. You can complete the template with a group of friends to ensure that you understand the story much better.



Look at the following example that has been done for you:

Manhood (by John Wain)

<p>Vocabulary</p> <p>Manhood: The state of being an adult man, rather than a boy.</p>	<p>Masculinity: Having qualities traditionally associated with men</p>
--	--

Getting to grips with the story: Read the story carefully and fill in the table below.

<p>Background and Setting</p>	<p>The story is set in the Willison home in a rural part of England.</p> <p>The events take place over 12 to 18 months.</p>
--------------------------------------	---

Characters	<p>Protagonist: Mr Willison (Rob's father) controls the action in the story.</p> <p>Antagonist: Mrs Willison (Rob's mother) opposes Mr Willison's actions.</p> <p>Caught in the middle: Rob, the son of Mr and Mrs Willison.</p>	
Compare and contrast characters	<p>Mr Willison pushes Rob to the limit. He sets him gruelling exercises with the hope that Rob turn out better than he did. Through Rob, he makes up/ lives what he lost as a child.</p>	<p>Grace Willison – Rob's mother, disagrees with her husband about Rob's upbringing, is protective of Rob, and is concerned about his health and well-being.</p>
	<p>Mr Willison – Rob's father, is plump, of average height and flat-chested, lacks self-esteem, has an inferiority complex, and is obsessed with masculinity.</p>	<p>Rob Willison – 13 going on 14 years old; is not particularly strong, or good at sports, or ambitious; wants his father's approval (wants to be pleasing); is passive; pretends he is in the boxing team.</p>
Narrator of the story	<p>Third person narrator (omniscient).</p>	
Language/Style	<p>Dialogue reveals the characters, their thoughts, feelings, and reasons for acting the way they do.</p> <p>Colloquial language helps the reader identify with the characters. ("To hell with Baroness Summerskill!"; "All right")</p>	

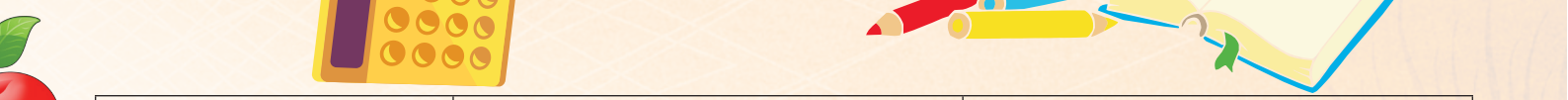
Summary:

Structure and plot development

- * **Rising tension:** Mr Willison puts Rob under pressure; Rob is passive; and Mrs Willison resists.
- * **Complication and conflict:** The parents have conflicting ideas about what is best for Rob.
- * **Contrasts:** “My big night” – for Mrs Willison it’s the night she gave birth to Rob; for Mr Willison, it’s the night of his son’s boxing tournament.
- * **Climax:** The day of the boxing tournament, when Rob complains of stomach pains.
- * **Resolution:** None – Rob’s lie about the boxing tournament is unresolved. The conflict between his parents is also unresolved.
- * **Anti-climax:** Mr Willison “put down the telephone, hesitated, then turned and began slowly to climb the stairs”.

Themes

Father-son relationships
Identity development
Parenting
The effect of low self-esteem
Masculinity and society’s expectations of men
The power of the father in the family
Lack of communication in the family
The main theme, as the title indicates, is masculinity. The story shows the lengths to which people can be driven to live up to what they think the standard of being a man should be. The consequences of Mr Willison’s obsession with “manliness” are serious; Rob resorts to dishonesty and the family becomes seriously divided.



<p>Figures of speech:</p> <p>List and comment on effectiveness</p>	<p>Simile: Rob lay like a sullen corpse</p> <p>Simile: He looked horribly like the victim of an accident</p> <p>Metaphor: A slender shadow</p> <p>Imagery: With lead in his heart and ice on his fingers</p>	<p>Rob is compared to a dead person, to emphasise the punishment he is taking from the training regime his father put him through in his quest to make him the best boxer .</p> <p>Rob is unhappy and just puts up with his father’s good intentions.</p> <p>The imagery is used to stress Mr Willison’s shock as he realises his dream has failed.</p>
<p>Title</p>	<p>The story title, Manhood, points to the main theme of the story – questioning what manhood and masculinity mean. Different versions of masculinity are offered in the story. On the one hand, we have the father’s version, which portrays manhood in terms of physical strength and skill.</p> <p>In comparison to this is the version forced on the father when he was young. This involved a man working hard and getting qualifications so that he could have a secure job. The mother, however, doesn’t mind that her husband is not “manly” and thinks that her son should not be pushed so hard physically as he is still only a boy.</p>	

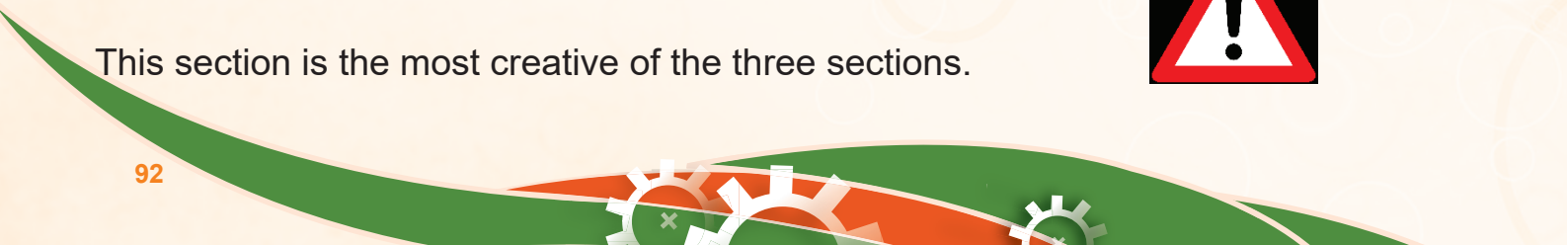
PAPER 3



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 Writing; Section B – Longer Transactional Writing; Section C – Shorter Transactional Writing.

TOPIC SEVEN: ESSAY WRITING


This section is the most creative of the three sections.





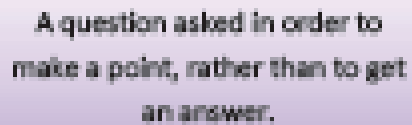
The length of your essay should be between **250 to 300 words**. You should edit your essay to ensure that it does not exceed 300 words.

Refer to pages 2 – 38 of the MTG study guide EFAL Paper 3 Writing for more information and activities on essay writing. (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))

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



A question asked in order to make a point, rather than to get an answer.

“Ask the reader a question that does not require a response (Rhetorical question).” See the example below:




Have you ever wondered why things happen the way they do? Is there *something* or *someone* manipulating us like we’re little toy figures? Well, let me tell you how I know what *really* happens and why.




ACTIVITY 13: Try it for yourself. Read the essay topic and write an introduction that includes a question.

Topic: How I reached my most difficult goals.


“In the middle of the action”



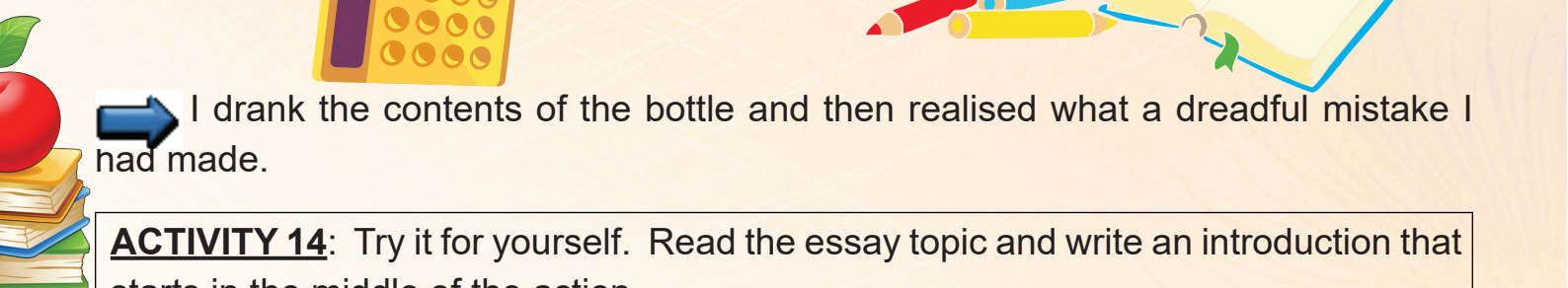
Suddenly the scream pierced the night. I leapt to my feet. I stood totally motionless. All was silent . . . and then it came again, only this time closer to us.




Then the explosion ended the life I had once held with such little regard. I felt soil and mud raining down on me. When the noise stopped and movement ceased, I found that I was partly buried and could barely move.



I dropped the container marked *“Dangerous. Handle with care”*. The world seemed to slow down. I could swear that minutes passed between it leaving my fingers and crashing to the ground with such terrible consequences.



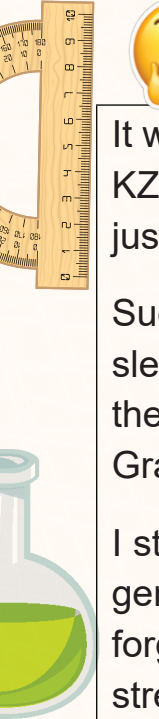
 I drank the contents of the bottle and then realised what a dreadful mistake I had made.

ACTIVITY 14: Try it for yourself. Read the essay topic and write an introduction that starts in the middle of the action.

Topic: My entire future lay in that sealed envelope.



Read the following essay on the topic **“Your past is part of your future”**:



It was the 23rd of December 2012, I was visiting my grandmother in a rural village in KZN. She did not have a big house, so I always slept on floor in the lounge. I was just falling asleep, when I heard some noises outside the hut.

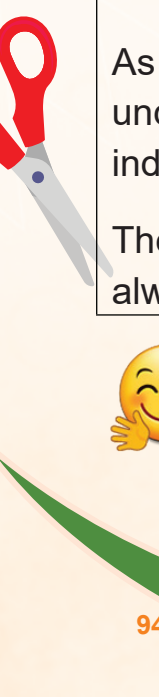
Suddenly a stone came smashing through the window of the room where I was sleeping. I jumped to my feet, just in time to see a car driving away. In the light of the car’s headlights I saw a lone figure standing under a tree, looking directly at my Grandmother’s hut.

I stood frozen for what felt like minutes. My grandmother came up behind me, and gently touched my arm, “What happened, zukulu?” I jumped with fright. I almost forgot that I was in rural KZN for Christmas. It felt like was back home in the violent streets of my own neighbourhood.

I told my grandmother that it was nothing, not wanting to scare her. However, I knew that all was not right. My granny looked at me, I could feel my resolve crumble, but I did not want to scare her. I know that she struggles with high blood pressure and anxiety. She did not notice to broken shards of glass all around the room. For once I was happy that we only had candles and paraffin lamps to light the rooms.

“I thought I heard a crash”, my granny said.

“No gogo, it was outside”, I lied.

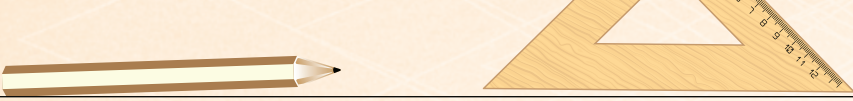


As my granny turned away to go back to sleep, I steal another glance outside. There under the tree stood my drug dealer – I thought I got away from him. He slices his index finger across his own neck, showing me my ultimate end.

The moral of the story is – you cannot run away from your problems. They will always find you.



Now consider how the essay is improved when you simply remove the boring introduction and the moral of the story at the end.



A stone came smashing through the window of the room where I was sleeping. I jumped to my feet, just in time to see a car driving away. In the light of the car's headlights I saw a lone figure standing under a tree, looking directly at my Grandmother's hut.

I stood frozen for what felt like minutes. My grandmother came up behind me, and gently touched my arm, "What happened, mzungu?" I jumped with fright. I almost forgot that I was in rural KZN for Christmas. It felt like I was back home in the violent streets of my own neighbourhood.

I told my grandmother that it was nothing, not wanting to scare her. However, I knew that all was not right. My granny looked at me, I could feel my resolve crumble, but I did not want to scare her. I knew that she struggled with high blood pressure and anxiety. She did not notice the broken shards of glass all around the room. For once I was happy that we only had candles and paraffin lamps to light the rooms.

"I thought I heard a crash", my granny said.

"No Gogo, it was outside", I lied.

As my granny turned away to go back to sleep, I stole another glance outside. There under the tree stood my drug dealer – I thought I had gotten away from him. He sliced his index finger across his own neck, showing me how my life would end.

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.



Refer to pages 39 – 43 of the MTG study guide EFAL Paper 3 Writing for more information and activities on essay writing. (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))



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.

Read the following flawed essay and make corrections using the checklist below.

Checklist points	Yes	No	If No – I have gone back and fixed the issue
My sentences are no longer than two lines.			
I have more than one full stop in the paragraph.			
My paragraph is no longer than eight lines.			
<i>Look at the first word of every new sentence:</i>			
Every sentence starts with a capital letter.			
None of the first words end in 'ing'. (-ing words are participles and therefore the subject may be omitted)			
None of the first words are conjunctions like so, and, because.			
Every sentence has a subject and a finite verb.			
When I have used 'I' it is written with a capital letter – always.			
I have written out the word 'and' and not used the sign (&).			
<i>I have not used any of my bad habits:</i>			
I used the correct spelling of 'because'			
I did not use gonna, wanna or dunno anywhere.			
I did not use the word 'whereby' anywhere in the essay.			
I correctly used the phrase "the one and the other" – not the other and the other.			

Take the first paragraph and slowly work through it. Use the checklist:

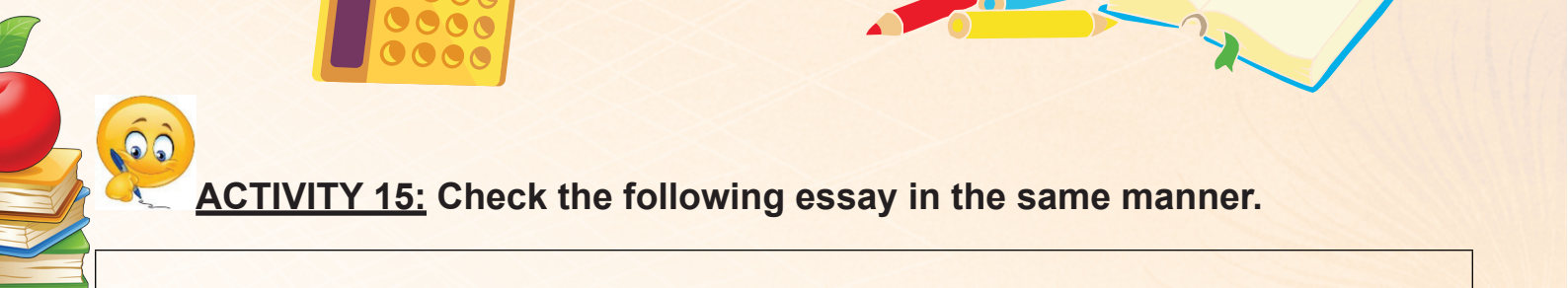
- Circle all the full stops in the paragraph. Then:
 - If there is only one – go back and find splices.
 - A sentence may be a maximum 2 lines long.
 - Fix long sentences.
- Look at the first word in each sentence. For example:
 - Start with a capital letter.





- -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/standard English words. See the following examples:
 - Spelling of because (i.e. coz; 'cause; cose; etc.)
 - Gonna, wanna, dunno
 - Whereby, wherefore
 - The other and the other.






ACTIVITY 15: Check the following essay in the same manner.




Autumn



The stages of life are like the four seasons, as each stage is unique and symbolises different feeling and experiences, like now my life has turned its back on the warmth of summer and has started on its autumn journey.

Looking back, memories of spring and summer like images on a fogged mirror. Spring was my dear childhood. each and everyday was an adventure. Spring successfully capture my childhood in a sense that it was breakable, yet uncomplicated. It was the age of learning & exploring. Summer brought on more difficult matters such as my first love. My first love ruined me and caused me much pain. I pursued love and happiness with such patience that i was bound to find it. And i did.



Getting married, having children and establishing my career in my summer years. As I am content with my life, cause this is the age of acceptance and reflection. Autumn is kind and peaceful. The reds, oranges and yellows represent my growth as a person. Autumn is a golden age that foreshadows my inevitable end.

I do not look forward to winter, but who does? Winter will be cold and lonely as relatives and loved ones will die all around me. I can just picture myself, reclining in a huge armchair, grey and withdrawn like the winter sky.

But before I face the dreadful end, I will surrender to Autumn's orange glow whereby I let her gently caress my soul.

✓ Autumn

The stages of life are like the four **seasons**. **Each** stage is unique and symbolises different feeling and **experiences**. **Now** my life has turned its back on the warmth of summer and has started on its autumn journey.

When I look back, memories of spring and summer **fade like** images on a fogged mirror. Spring was my dear childhood. **Each** and everyday was an adventure. Spring successfully captures my childhood in the sense that it was breakable, yet uncomplicated. It was the age of learning **and** exploring.

Summer brought on more difficult matters, such as my first love. My first love ruined me and caused me much pain. I pursued love and happiness with such patience that **I** was bound to find it.

I got married, had children and established my career in my summer years. I am content with my life, **because** this is the age of acceptance and reflection.

Autumn is kind and peaceful. The reds, oranges and yellows represent my growth as a person. Autumn is a golden age that foreshadows my inevitable end.

I do not look forward to winter, but who does? Winter will be cold and lonely as relatives and loved ones will die all around me. I can just picture myself, reclining in a huge armchair, grey and withdrawn like the winter sky.

But before I face the dreadful end, I will surrender to Autumn's orange glow **and let** her gently caress my soul.

Both the essays below were responses to the visual.



Overstating Interpretation of the Visual.

EXCELLENT EXAMPLE

Out to war
They come for you on your eighteenth birthday. They knock on the door, take you away from your loved ones and they take you for war. Welcome to my future.

In our society we don't have a say in our future. Our future is chosen for us. Some become doctors, teachers or farmers. The unlucky ones are taken away to become

Off to war

They come for you on your eighteenth birthday. They knock on the door, take you away from your loved ones and they train you for war. Welcome to my future.

In our society we don't have a say in our future. Our future is chosen for us. Some become doctors, teachers or farmers. The unlucky ones are taken away to become businessmen and women. The type of war that is fought in offices, not on battlefields. The soldiers don't carry guns, but they are armed with highly-trained minds and cunning skills. They take no prisoners.

Very thought-provoking – reader thinks about who 'they' are in the first sentence. The mystery that is created hooks the reader into wanting to find out more.

The corporate world is a cut-throat enterprise. Battles are fought each day over the phone and on the computer. The people don't fight for a company: they fight for themselves. The winner gets the money and a good reputation, while the loser has to retreat and plan his next attack. This is warfare, where alliances are made then broken and you can trust no-one.

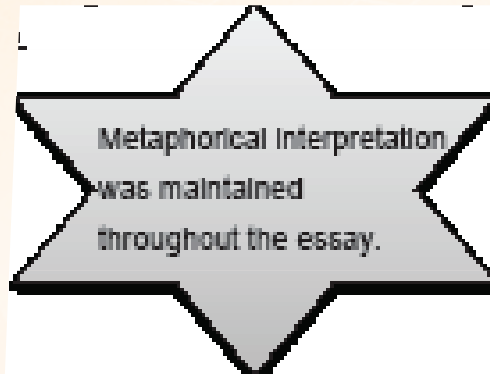


Mature and insightful writing.
Well-structured and exceptional development of topic. The candidate controls the information and how much will be given away in each paragraph.

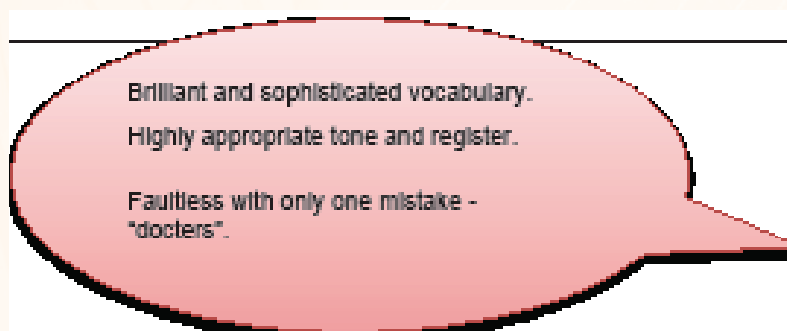
Do you see why I am terrified? I've seen what happens to these people. Their carefree laughter is replaced with cold, calculating smiles. Their uniform isn't made up of camouflage, but they wear pencil skirts and suits. Instead of carrying a weapon,

they carry a briefcase filled with deadly ammunition.

Today is my eighteenth birthday. Today they will come for me. They will train me and mould me into the perfect soldier. To the CEO's and directors I am nothing but a foot soldier. I am expendable. I will fight at the front lines, and they will not care if I lose a part of myself or even my life.



They knock on the door: it sounds like gunshots. I paint my face with war-paint and open the door to face my future head-on.



Weak Example

Content – 30

Language – 15

Structure – 5

Total = 50/50

High rate of population in South Africa

Link to the visual
is strained.

Population is when many people are born in the large of amount and live in the some country. high population is in Souther country increase's in a lurge % percentage every year cormpere to norther country.

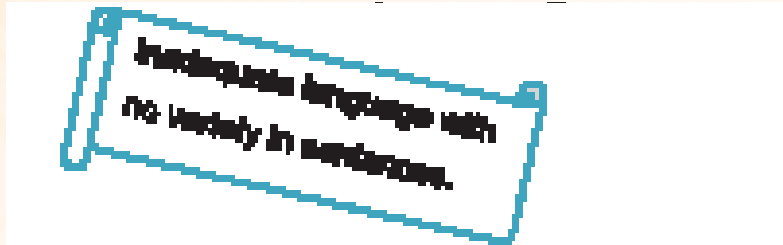
- Disconnected and confused due to the candidate's lack of vocabulary to express ideas clearly.

This has bed influeance into our country because it 'causes high rate of unemploy- ment people become bord during working hours and they become pregent due to unemployment When you visit the sassa offices you will get allways befull of new applicant. Many of them they are young as 19 years old lays to work but willing to free sociol grant to spend on the own expences not for childrent. You can image that they earn few thousand but it's jus R365,00 pm. Some of them they spend before the month end you will see the on loan shark to borrowing money to buy alcohol with having care of the social workes of children.

None of the Ideas are developed,
random facts (some very
Inaccurate) are jotted down.

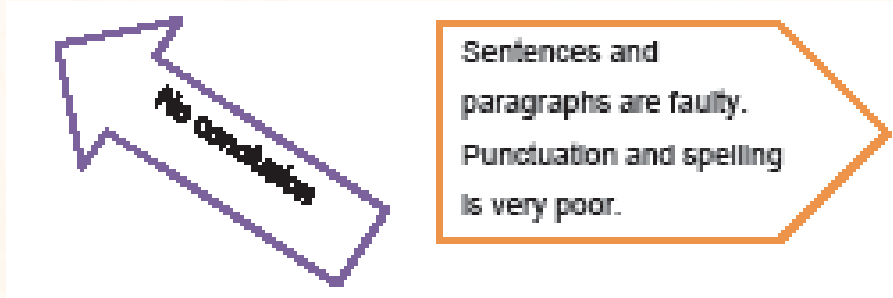
Even the inflation rate increase on daily bases caused by the increase of population rate. The South African Reserve bank always has the way to decrease inflation by using the measures byt it's falls some time's because high population. If the inflution increase all the price will also increase.

Poverty countinue increasing beouse of hig population many people the are in demand for housing by the government fail to provede 100% houses, because there many criminal who get house with found but they sell and register new to other RDP.



Current we lack whith water because high population wasting water even if the government has rediced warning that its dry season. South African government. South Afican government has a new system to desourage high rate of population even a women no has maximun of 3 to become pregranent after the take out the worm. that system it's has depernde to the taxion tha tis why SARS contribute more into the economy

Content – 10



Language – 4

Structure – 2

Total = 16/50

When you have looked at both the examples, you gain a better understanding of how the marks will be awarded in this paper. In the excellent example, you should note that the candidate used an original introduction to hook the reader (in this case the marker).

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.

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.</p> <p>Warning: Do not merely state that you agree with the topic. State the topic and your position.</p> <p>For example, do not say:</p> <p><i>I agree with the topic. It is not fair if you disagree because you are not considering the impact on others.</i></p> <p>Rather say:</p> <p><i>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.</i></p>
BODY	1 st point of argument	Topic sentence + support to convince your reader to agree with your argument.
	2 nd point of argument	Topic sentence + support to convince your reader to agree with your argument.
	3 rd point of argument	Topic sentence + support to convince your reader to agree with your argument.
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.</p> <p>Warning: Do not introduce a new point of argument at this point.</p>


Helpful tips!

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.



Helpful tips!

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.

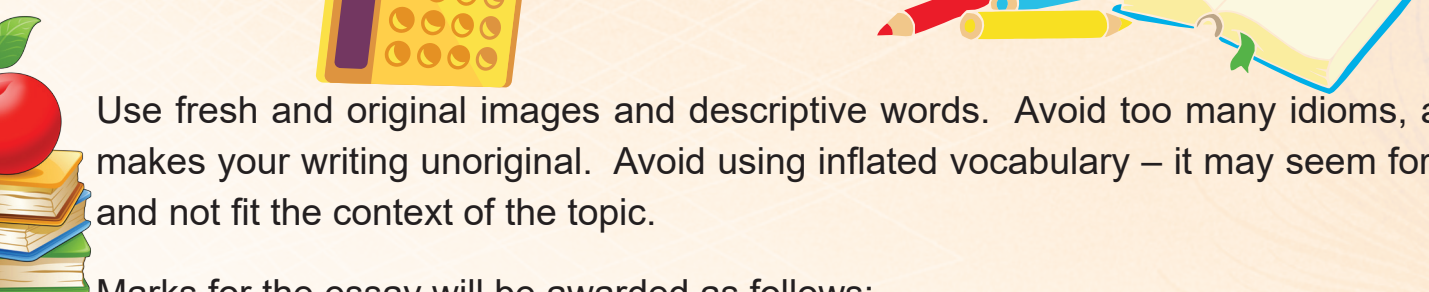
You should be familiar with the conventions of essay writing.

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.

TOPIC EIGHT: LONGER TRANSACTIONAL WRITING

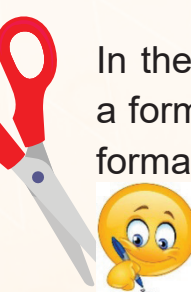
The length of your longer transactional text should be between **120 to 150 words**. You should edit your writing to ensure that it does not exceed 150 words.



Refer to pages 43 – 117 of the MTG study guide EFAL Paper 3 Writing for more information and activities on Longer Transactional Writing. (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?


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.

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



✓ 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).



20 Station Street
Salt River
Cape Town
7925
2 September 2017

Dear Errol

(Introduction)

We read a poem in class yesterday that I found very disturbing. It was about ...

(Body)

The longest part of your letter. Here you give your view about the issue. You may use more than one paragraph.

(Conclusion)

Give your final view and end on a definite note.

Yours sincerely
Zandile



Dear Bully,
I

Correct format: number, street name,
suburb, town, postal code.
No punctuation marks or abbreviations.
Date in full.

20 Station Street
Seal River
Cape Town
7925
06 January 2017

Dear Susan

Greeting / Salutation

It feels like such a long time since I last saw you. I know it's only been several weeks, but I already miss you. So far, my holiday has been great!

I spend my all my weekends at the beach. I am getting a nice tan and you can no longer say I am paler than you. I have been playing lots of volleyball, surfing and building a nice collection of sea shells. Just this past weekend I took second place in a sandcastle building contest!

On weekdays, I work. I drive an ice-cream truck around and sell ice-cream to the kids. It's so cool. It's a combination of the two things I love most: ice cream and kids. The pay isn't great, but I love the job so much.

I hope the holidays been going well for you too. There's only a week and a half left of our holiday and after that it's back to school. Would you like to meet up some time before school starts?

Yours sincerely

Closing

Rebecca

Writer's name

Body



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.

The format of a formal letter:	
	Your address and the date in full.
	15 Church Street Sandton Johannesburg 2008 31 October 2017
The Manager City Groove Magazine 55 Tabak Street Bloemfontein 9300	The title of the receiver of the letter. The company name. The full address of the company. Skip a line.
Dear Sir	Sir/Madam is acceptable if you do not know the gender of the recipient. Skip a line.
<u>Starting a Youth Talk Club</u>	The topic line should be underlined and very short and to the point.
Introductory paragraph	
Paragraph one	
Paragraph two	
Concluding paragraph	
Yours faithfully Doe, J.	Only add your title if you are female e.g. Doe, J (Mrs)



Sample letter topic:

You are applying for a job at a local school as an intern teacher's assistant. Write the covering letter that will accompany your CV as part of your application. Direct your letter to the principal of the school.



15 Church Street
Sandton
Johannesburg
2008
31 October 2017

The Principal
Johannesburg Metropolitan High School
28 Mankson Street
Johannesburg
2150

Dear Sir

Application for Intern Teacher's Assistant, English, FAL


It is with great interest that I submit my application for the advertised position as Intern Teacher's Assistant. As a student teacher, I know my skills and knowledge will make me an asset to the school.

As you will see from the attached curriculum vitae, I have played a variety of roles in my community. I am not only a Sunday School Teacher and mentor to learners, but also a big brother to troubled teens. I am not only used to wearing many hats, but sincerely enjoy this. I thrive in an environment in which no two work days are exactly the same.

I want you to know that I am passionate about education and teaching. I am excited about joining your school. I would love the opportunity to meet with you and discuss the value that I can bring to your English department.

I appreciate your consideration.


Yours sincerely
Doe, J.



Helpful tips!

Hints for writing a Longer Transactional piece

You should be familiar with all the different transactional formats prescribed in the



policy documents.

- 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, any advertising opportunity for the company, etc.

In preparation for the examination, refer to the detailed information in the CAPS policy (pages 40 - 45) and the MTG notes.

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. (18 marks)

- 
- 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.

TOPIC EIGHT: SHORTER TRANSACTIONAL WRITING



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

Refer to pages 118 – 161 of the MTG study guide EFAL Paper 3 Writing for more information and activities on Shorter Transactional Writing. (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 have to produce one of the following:

- ✓ Advertisement
- ✓ Invitation card
- ✓ Flyer
- ✓ Poster



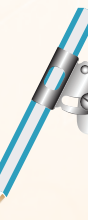
The main reason why candidates do poorly in these questions is that they do not write in full sentences, use less than 80 words and fill the page with pictures and illustrations.



The Flyer

Consider the following two examples of flyers:

TOPIC: The youth group that you belong to has decided to start a physical fitness programme in your community. You have been asked to design a flyer that includes all the necessary details. **NOTE:** Do NOT include illustrations or drawings.



EXCELLENT EXAMPLE

Stop saying tomorrow!
Join 'Get Fit For Fun' Today!

Catchy
headline.

Training includes yoga, spinning, dancing and a whole lot
of fun presented by Today Youth Organisation.

Join our professional trainers and get that
summer body you've always wanted.

Give details about the
nature of the fitness
programme.

Where? The Today Youth Centre, Long Street,

Blumenfeld.

When? Weekdays at 6:00 and 17:00.

How much? Zero, Nada, Nothing. Yes, it's free!

How do you sign up? It's easy!

Visit www.getfit-for-free.org to register.

Sign up for the 3-month or 6-month programme.

Come join in the fitness fun and be healthy and happy.

Provides the detail required by this type of text.

Conversational style fits the task as it is a youth group activity that is being advertised.

The topic is fully explored – it acknowledges that it is a youth organisation.

Motivates the reader to action.

Language is virtually error-free and well-constructed.

Content – 11

Language – 8

Total = 19/20

Weak-example

The youth of Katsirang Diderat-ras,

you have been invited to the local Municipality hall for those who decided to start physical fitness or those who want to build their bodies.

There will be trainers from state of South Africa that will help people. Our Entry is only R150

and you should come with your training outfit

Please come you will see many changes to your

body and invites others and there will be free

drinks and food don't miss out the best time

of your enterer life because they are memories.

Some knowledge of the type of text.

Not attention grabbing. Very little detail developed, i.e. nature of the fitness programme.

Relevant details not included, i.e. contact details, date and time.

Grammatical errors evident but do not impede meaning.

Content – 4

Language – 4

Total = 8/20

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.:

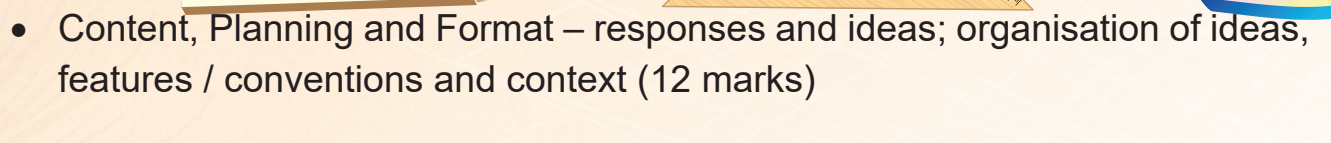
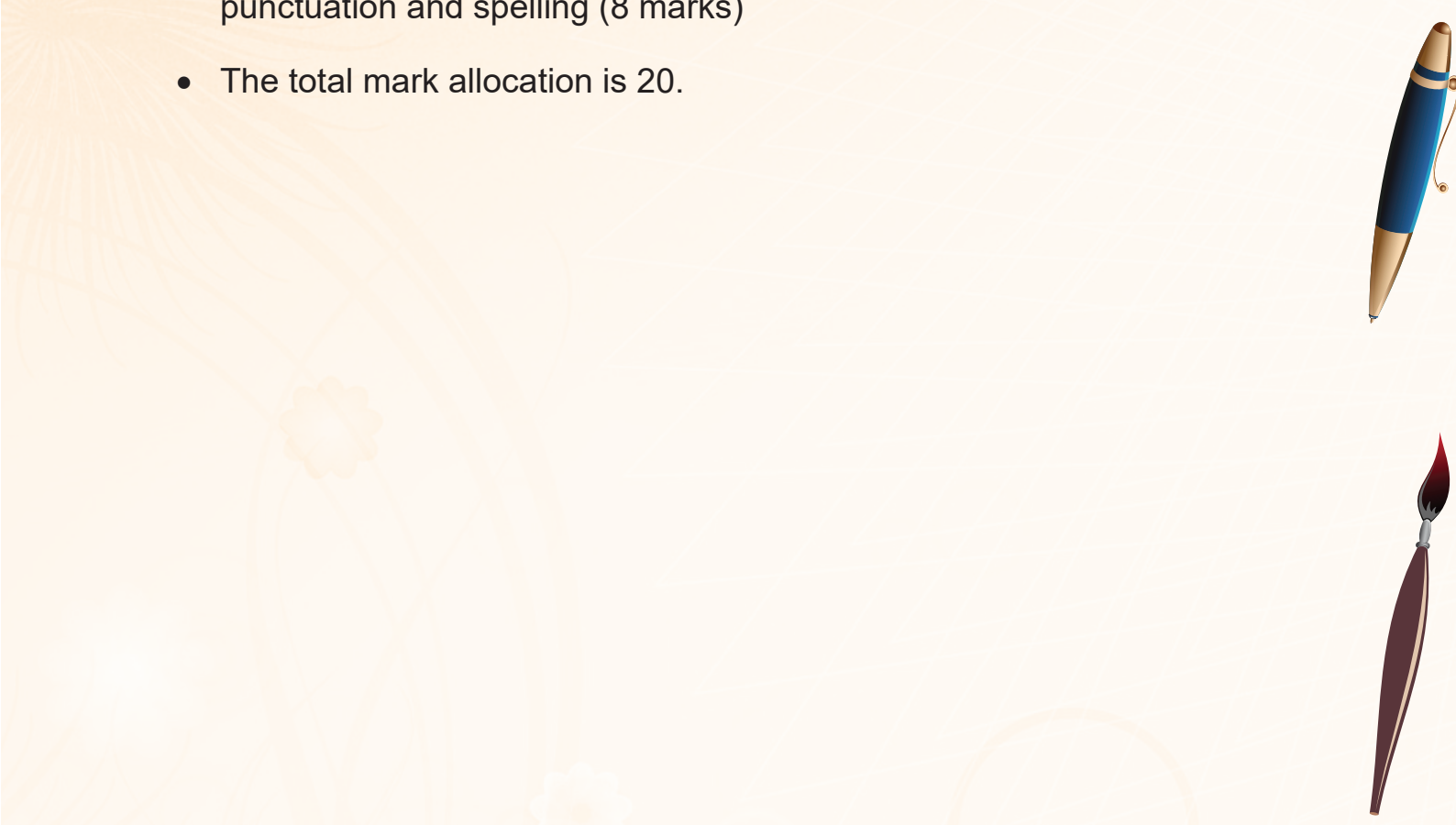
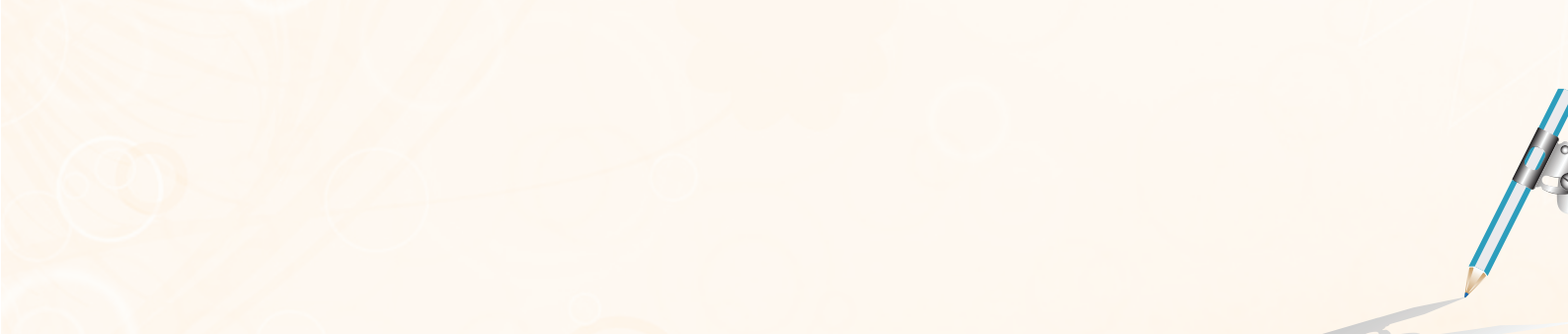
- Advertisement
- Diary entry
- Postcard
- Invitation card
- Filling in forms
- Direction
- Instructions
- Flyer
- Poster
- Email


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.

In preparation for the examination, refer to the detailed information in the CAPS policy (pages 40 - 45) and the MTG notes.

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.
- 
- 



3. Study and Examination Tips

A) Generic


- Time management, etc.
- This should be the same for all subjects.

- DBE to draft



B) Subject specific

Top 7 study tips from MTG:

1. Break your learning up into manageable sections. This will help your brain to focus. Take a short break after studying one section and before going on to the next.
 2. Have all your materials ready before you begin studying a section – pencils, pens, highlighters, paper, glass of water, etc.
 3. Be positive. It helps your brain hold on to the information.
 4. Your brain learns well when you see with colours and pictures. Try to use them whenever you can.
 5. Repetition is the key to remembering information you have to learn. Keep going over the work until you can recall it with ease.
 6. Teach what you are learning to anyone who will listen. It is definitely worth reading your revision notes aloud.
 7. Sleeping for at least eight hours every night, eating healthy food and drinking plenty of water are all important things you need to do for your brain. Studying for exams is like exercise, so you must be prepared physically as well as mentally.
- 




4. Message to Grade 12 learners from the writers

Recipe for success:

“Study while others are sleeping; work while others are loafing; prepare while others are playing; and dream while others are wishing.” William A. Ward

It is never too late to turn over a new leaf. Get up, study hard and make your dreams a reality. We believe that our time spent on developing this booklet and your time using it, will help you reap great rewards. This is the time when working hard is the ONLY OPTION. There is no better time than NOW!!



Best wishes from the writers

Renske


Nonhanhla

Suzette

Thank you

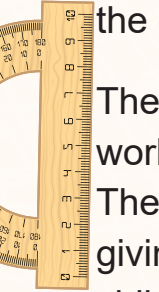
To be drafted by DBE





Acknowledgement


The English FAL Exam Preparation Booklet was developed by, Ms Suzette Zeelie, Ms Nonhlanhla Mzila and Ms Renske Pieterse (Subject Specialists, PED)



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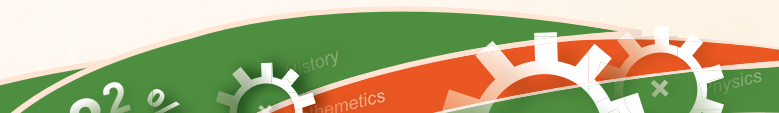
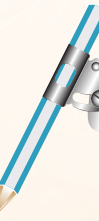
These officials contributed their knowledge, experience and in some cases unpublished work which they have gathered over the years to the development of this resource. The Department of Basic Education (DBE) gratefully acknowledges these officials for giving up their valuable time, families and knowledge to develop this resource for the children of our country.

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Book III

Look out for Book II which will help you get from 60% to 80% or even 100% - wouldn't that be amazing.





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