

# English

## First Additional Language

CLASS TEXT & STUDY GUIDE

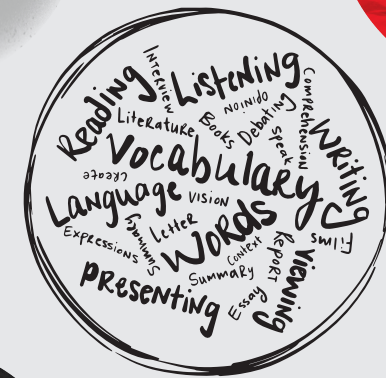
Michéle Coetzee, Linnell Holland, Gail Wallace,  
Lawrence Hoepner, Nadia Anhuizen & Lindsay Kalis

GRADE

# 10

CAPS

3-in-1



THE  
**ANSWER**  
SERIES *Your Key to Exam Success*

# Grade 10 **English FAL** 3-in-1 CAPS

## CLASS TEXT & STUDY GUIDE

This Grade 10 English First Additional Language 3-in-1 study guide helps you to explore and understand the four main FAL skills in greater depth – Listening & Speaking; Reading & Viewing; Writing & Presenting; Language Structures & Conventions. This comprehensive study guide is packed with clear, concrete ‘how to’ pointers, and carefully selected exercises designed to develop strong skills in Grade 10 English FAL.

### **Key Features:**

- Step-by-step, methodical approach
- Comprehensive, memorable notes on each of the 4 skills
- Carefully selected exercises with answers on each of the skills
- Exam papers and memos
- Audio CD of listening activities



# English

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Lawrence Hoepner, Nadia Anhuizen & Lindsay Kalis**

With contributions by Charmian Plummer, Annette Fatti and Sue Jordaan

### THIS CLASS TEXT & STUDY GUIDE INCLUDES

- 1 Comprehensive Notes
- 2 Exercises
- 3 Answers

*Plus two **sample** Exam Paper 1s and Memos*

eBook  
available 



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# EXPLAINING VISUAL TEXTS

A **visual text** is one that we are meant to look at, for example, a photograph, diagram or graph.

When answering questions about visual texts, you need to first describe exactly what you see by identifying:

- the people (if there are any), and their actions, facial expressions and body language
- the setting (the place and time that is shown)
- the layout (where everything is situated in the frame).

Then work out what the visual means, perhaps by identifying its theme or message.

## PHOTOGRAPHS

**Photographs** are pictures of the real world taken with cameras. However, the photographer chooses what to photograph and what to leave out of his/her photograph. This affects how we react to a photograph.

For example:

- The first picture below shows a serious young girl.
- The second picture below shows a young girl who is in a difficult situation. We can see that she is being processed by some authorities and given an identification number.

Picture 1



Source: Benjamin Gimmel

Picture 2



Source: Benjamin Gimmel

Every time a photographer takes a photograph he/she has to decide what to include and what to exclude. Therefore photographs are not just records of reality. They are also in a sense constructed.

For example:

- The photograph to the right is of a young woman. She seems scared of something that we cannot see, because her facial expression is wary and alarmed, and her body language is very defensive.



Source: c. Kennedy Garrett

The background is just a white wall, so there are no clues to the setting other than the woman's clothes, accessories and hairstyle, which are modern.

The woman is positioned to the side of the frame, and seems to be scared of something outside the frame, because that is where she is looking. The space around her adds to the mystery of what is causing her fear. Because there is little detail about the cause of the woman's fear the theme of the photograph is simply fear itself.

### Try This!

### Exercise 1

- 1.1 What do you see in the photograph on the right? Comment on:
  - 1.1.1 the person
  - 1.1.2 the setting
  - 1.1.3 the layout.
- 1.2 What is the theme of this photograph?

*Themes are often related to emotions.*



Source: Manfred Werner – Tsui

## WRITING POINT-FORM SUMMARIES

A **summary** is a short version of an existing text. You need to be able to reduce a text of 200 words to a summary of 60 – 70 words.

The following text about zebras is going to be used in an example of a summary exercise.

### ZEBRAS

Zebras belong to the horse family, along with horses and donkeys.

Zebras are covered with black and white stripes. The stripes are probably a form of camouflage, although this is still the subject of discussion.

The three different types of zebra are the mountain zebra, Grévy's zebra and the plains zebra.

Zebras are indigenous to Africa. The mountain zebra is found in the southwest, Grévy's zebra is found in the east, and the plains zebra is found in the south and the east. There are also many zebras in the zoos around the world.

Both the mountain zebra and Grévy's zebra are endangered. The plains zebra is not endangered, but the quagga, one of its sub-species, has already gone extinct. (The last quagga died in a zoo in Amsterdam in 1883.) Nevertheless, zebras are still hunted by humans for food and for their skins.



A mountain zebra

Source: Moongateclimber

Their main natural predator is the lion, but zebras are also preyed upon by cheetahs, leopards, crocodiles and hyenas. Zebras can outrun lions as they have more stamina. When a herd with foals is attacked then zebras fight back by kicking.

Although some people have trained zebras to pull carriages, not many zebras have been domesticated.

To summarise this text in point form, we need to list the seven most important points using full sentences, as shown below.

We must use just 60 – 70 words. To reduce the number of words used we leave out any:

- examples
- personal opinions or quotations
- figurative language
- repeated information
- unnecessary information.

We must not simply quote from the original but must use our own words to rephrase the text. This often also helps to shorten the text. For example, we can change:

- clauses into phrases
- phrases into words
- long-winded sentences into snappier sentences
- complicated or old-fashioned language into simple language.

When someone reads your summary it must still make sense. Therefore do not leave out finite verbs (see page 92) as this makes your summary hard to understand. Write in full sentences, starting with a capital letter and ending in a full stop.

We must count the words we have used and write the word count in brackets after our summary.

1. Zebras are members of the horse family.
  2. They have black and white stripes.
  3. They are found in Africa.
  4. There are three species of zebra: the plains zebra, the mountain zebra and Grévy's zebra.
  5. One sub-species of zebra is extinct and some other species are endangered.
  6. Zebras can try to outrun predators or to fight back by kicking.
  7. Few zebras have been domesticated.
- (62 words)

If (as in this case) there are seven paragraphs and all you have to do is summarise the whole text, then you can find the main point in each paragraph and rephrase it in a short sentence.

## 2 PUN

A **pun** is a word or phrase that has a double meaning.

For example:

- I got dumped by my astronaut boyfriend because he needed his space. (space = 'freedom' and 'outer space')



Source: NASA

*Sometimes the second meaning is not spelt the same, but can be understood when the word or phrase is pronounced.*

## UNDERSTATEMENT

An **understatement** makes less of something important, often to create humour.

For example:

- When they arrived at *the battle scene*, the captain said: 'I see there's been a little bit of a disagreement here'.

## RHETORICAL QUESTION

A **rhetorical question** uses the structure of a question to make a statement with impact.

For example:

- Do you really expect me to believe that?

## RHYME

When two lines of poetry end the same way then we say that these lines **rhyme**.

For example:

- Rain, rain, go away,  
Come again another day.

## RHYTHM

When lines of a poem or play have the same number of syllables (beats) we say they have a consistent **rhythm**.

For example, the following lines from *Romeo and Juliet* all have ten syllables. The lines show each of the syllables:

- Juliet: / / / / / / / / / /  
How camest thou hither, tell me, and wherefore?  
/ / / / / / / / / /  
The orchard walls are high and hard to climb,  
/ / / / / / / / / /  
And the place death, considering who thou art,  
/ / / / / / / / / /  
If any of my kinsmen find thee here.

William Shakespeare

## REPETITION

**Repetition** is when we repeat a word or phrase to emphasise it.

For example:

- 'What lies behind *us* and what lies before *us* are tiny compared to what lies within *us*.'

Ralph Waldo Emerson

## REFRAIN

A **refrain** is a phrase that is repeated throughout a poem.

For example, 'I must go down to the seas again' is repeated at the beginning of each verse of 'Sea Fever':

### Sea Fever

*I must go down to the seas again*, to the lonely sea and the sky,  
And all I ask is a tall ship and a star to steer her by,  
And the wheel's kick and the wind's song and the white sail's shaking,  
And a gray mist on the sea's face, and a gray dawn breaking.

*I must go down to the seas again*, for the call of the running tide  
Is a wild call and a clear call that may not be denied;  
And all I ask is a windy day with the white clouds flying,  
And the flung spray and the blown spume, and the sea-gulls crying.

*I must go down to the seas again*,  
to the vagrant gypsy life,  
To the gull's way and the whale's way,  
where the wind's like a whetted knife;  
And all I ask is a merry yarn from  
a laughing fellow-rover,  
And quiet sleep and a sweet dream  
when the long trick's over.

John Masefield



Source: State Library of Victoria, Allan C. Green collection of glass negatives

## ALLITERATION

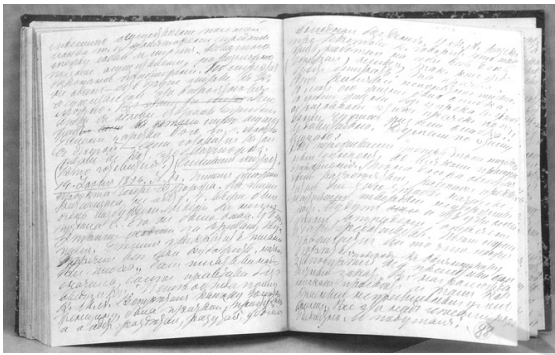
**Alliteration** happens when the first consonant or syllable of a word is repeated in the words that follow.

For example:

- **Sizwe said six snakes slithered past.**
- **Lazy learners never learn their lesson.**

## DIARY ENTRY

(80 – 100 WORDS)



Source: Tolstoy and Tolstoy, Moscow, Sovetskaya Rossiya, 1990

A **diary** (or **journal**) is a book in which you record things that have happened to you, how you felt about them, and what you thought about the events. You may think of the diary as a friend to whom you tell things that are important to you.

A diary is usually written on a daily or weekly basis, and each piece that you write in it is called a **diary entry**. The style is like that of a friendly letter that you are writing to yourself.

There are many famous diaries that give us a clear idea of what it was like living in a particular time in history. For example, one of the most famous diaries from World War II is *The Diary of Anne Frank*. It was written by a young Jewish girl who stayed for years in an attic to hide from the Nazis. When they found her they took her to a concentration camp, where she died of disease. Her diary was published after the war ended.



Source: Deutsche Post

A stamp showing Anne Frank

The extract below comes from Anne Frank's diary.

It's difficult in times like these: ideals, dreams and cherished hopes rise within us, only to be crushed by grim reality. It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart. I simply can't build my hopes on a foundation of confusion, misery, and death. I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that this cruelty too shall end, and that peace & tranquility will return once again.

Source: Frank, A. *The Diary of Anne Frank*

20 June 2010

Date at the top of the diary entry

Dear Diary

Salutation

I have just had a marvellous experience: Ben and I went on the Fan Walk today! We caught the train from Muizenberg, and it was full of people blowing vuvuzelas and wearing Bafana Bafana shirts. We met some Spanish people, and we could actually understand each other. I exchanged e-mail addresses with Manuel, who promised to keep in touch. Wouldn't it be cool if I could visit him in Spain one day!

Paragraphs using full sentences written in the past tense

The first-person voice ('I', 'me', 'we' and 'us')

Names of people (e.g. 'Ben' instead of 'my brother')

I am so proud of my country for staging such a great World Cup!

An informal style with colloquialisms ('cool')

Roll on tomorrow!

Personal thoughts and feelings

### Try This!

### Exercise 3

Write a diary entry based on an interesting day in your life.

You may be asked to write a diary entry for a character in a story that you have just read. If you do this, write it using 'I' and 'we', but write it from the point of view of the character.



The diary entry below is written from the point of view of Themba, one of the characters in 'A man dreams dreams' by Siko Ka Mjali.

21 December 1960

Dear Diary,

Today I received another letter from Nomsa. It explains that the first letter that so disturbed me was not one that she wanted to write. Her father forced her to do it. However Nomsa still does not seem certain of her own feelings. She says 'Maybe we won't see each other anyway', as if she does not care one way or another. However I am determined to see her again and make her my wife. I blame her father for confusing her, but he cannot control her forever.



## ADVERTISEMENT


(80 – 100 WORDS)

An **advertisement** is a notice in the media that will help a firm sell its goods or services. It is designed to make someone want to buy the product being advertised.

The following advertisement was designed to appeal to women.

**NEW** from the House of  
South African Delights©

**Fynbos Body Butter!**




Does your body feel like a piece of dry toast? Use Fynbos Body Butter to enrich and revitalise your skin with its unique fynbos extract and lanolin-enriched cream base.

Products from the House of South African Delights are eco-friendly and are not tested on animals. They are highly recommended by all leading dermatologists for people with delicate skins.

Now available at all retail outlets.

*Indulge yourself, naturally*

To view our catalogue visit  
[www.houseofsouthafricandelights.com](http://www.houseofsouthafricandelights.com)



Well-designed layout

Eye-catching heading

The name of the product

An illustration (or photograph) of the product

Simile

Text (writing) that tells the reader about the product

A good balance of fact and opinion

An indication of where this product can be bought

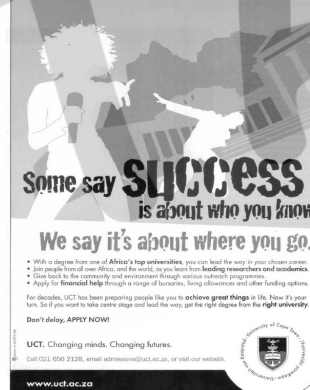
Slogan

Logo


Some kind of contact details

Helpful hints :

- Consider the target market. (For example, is this product aimed at teenagers or mothers, businessmen or retired people?)
- Select appropriate words. (What words and style will appeal to your target market?)
- Use some figurative language and poetic devices, if appropriate to the target market.
- Think about how many facts to include and how much opinion. (Does this target market demand a lot of factual information?)
- Make your product seem like it will solve a problem in the reader's life.
- Choose an appropriate font. (Do you want to use a formal or informal font?)
- Consider also showing the product being used, or a picture that shows the effect of using the product. (Will the target market like to see how or why the product is used?)
- Plan an eye-catching but clear layout. (How can you position the text and visuals for maximum impact and clarity?)
- Use colour, or black and white, effectively. (In an exam situation, you need to have coloured pencils with you in case you need them.)



There are many ways of making a black-and-white advertisement effective. The first advertisement here uses silhouettes effectively, and the second one uses empty space to make a point.



- In an examination, you will be given a mark based on the text (what you have written), not on the artwork (the visuals). However, if you are given an advertisement as a term assessment, your teacher will probably use a rubric that includes the visual effect.

### Try This!

### Exercise 12

A new chocolate bar, with a distinctly South African look and flavour, is about to hit the market. Design the magazine advertisement that is going to be used to launch this new chocolate.

## 4 Demonstratives

**Demonstratives** (or demonstrative determiners) are determiners that help to show what is being referred to. It is as if the speaker is pointing at the noun as he/she speaks.

For example:

- *That* shirt is dirty. ('That' qualifies 'shirt'.)
- *This* dog is mine. ('This' qualifies 'dog'.)
- *Those* bags belong to us. ('Those' qualifies 'bags'.)
- *These* pens are all dry. ('These' qualifies 'pens'.)

## Possessive determiners

**Possessive determiners** indicate who or what possesses a noun.

For example:

- That is *my* paper. ('My' qualifies 'paper' and indicates the paper belongs to me.)
- Is this *your* food? ('Your' qualifies 'food' and indicates the food belongs to you.)
- It is *her* dog. ('Her' qualifies 'dog' and indicates the dog belongs to her.)
- Tina is *his* problem. ('His' qualifies 'problem' and indicates the problem belongs to him.)
- The cat licks *its* paw. ('Its' qualifies 'paw' and indicates the paw belongs to it.)
- Where is *our* car? ('Our' qualifies 'car' and indicates the car belongs to us.)
- Make *your* choice. ('Your' qualifies 'choice' and indicates the choice belongs to you.)
- Is that *their* house? ('Their' qualifies 'house' and indicates the house belongs to them.)

## Interrogative determiners

**Interrogative determiners** are used in questions. They appear next to the noun they qualify.

For example:

- *Which* book did you read?
- Can you tell me *what* movies she likes?

### Try This!

### Exercise 4

Choose the correct determiner in each of the sentences below.

- 4.1 Please pass me *a/an* orange.
- 4.2 *That/Those* jersey is the one with the tear.
- 4.3 Eating *a/the* piece of fruit every day helps to keep you healthy.
- 4.4 *My/A* cellphone has a piece of music as its ringtone.

## ADJECTIVES

**Adjectives** describe (qualify) the nouns that they stand next to or refer to in a sentence. Adjectives are used to provide information about a noun.

An adjective can stand in front of the noun it describes.

For example:

- The *famous* writer signed my book. ('Famous' describes 'writer'.)
- Your *rotten* banana is in the bin. ('Rotten' describes 'banana'.)
- That *silver* car will win. ('Silver' describes 'car'.)



Source :  
kaestn Disk/Cat

Alternatively, an adjective can appear later in the sentence, but still refer to the same noun:

For example:

- The writer, who is *famous*, signed my book.
- Your banana, which is *rotten*, is in the bin.
- That car, which is *silver*, will win.

The adjective can also be separated from the noun by a form of the verb 'to be', such as 'is'.

For example:

- The writer is *famous*.
- Your banana is *rotten*.
- That car is *silver*.



Source : Alterschmuggler

Unlike determiners, you can use a number of adjectives in front of one noun.

For example:

- the long red African dress
- the wonderful Zimbabwean stone sculpture



As you can see from the tables on page 96, the norm is that irregular verbs are irregular for four of the twelve tenses. But there are two irregular verbs that are irregular for five of the twelve tenses. These are the most important verbs of all: 'to be' and 'to have'.

The two tables below have grey areas that show where the irregular forms occur.

To be		
PAST TENSE	PRESENT TENSE	FUTURE TENSE
<b>Past simple</b>	<b>Present simple</b>	<b>Future simple</b>
<i>was</i>	<i>am/is/are</i>	<i>will be</i>
<b>Past perfect</b>	<b>Present perfect</b>	<b>Future perfect</b>
<i>had been</i>	<i>have/has been</i>	<i>will have been</i>
<b>Past progressive</b>	<b>Present progressive</b>	<b>Future progressive</b>
<i>was/were being</i>	<i>am/are/is being</i>	<i>will be being</i>



To have		
PAST TENSE	PRESENT TENSE	FUTURE TENSE
<b>Past simple</b>	<b>Present simple</b>	<b>Future simple</b>
<i>had</i>	<i>have/has</i>	<i>will have</i>
<b>Past perfect</b>	<b>Present perfect</b>	<b>Future perfect</b>
<i>had had</i>	<i>have/has had</i>	<i>will have had</i>
<b>Past progressive</b>	<b>Present progressive</b>	<b>Future progressive</b>
<i>was/were having</i>	<i>am/are/is having</i>	<i>will be having</i>



### Try This!

### Exercise 15

Change each of the following sentences so that the verb becomes the form given in brackets.

- 15.1 I will be hungry. (change to present simple)  
 15.2 We were having a good time. (change to past simple)

- 15.3 We have had a good trip. (change to past perfect)  
 15.4 She sang a beautiful song. (change to past progressive)  
 15.5 They ate all the food. (change to past perfect)  
 15.6 You wrote a beautiful poem. (change to present progressive)  
 15.7 I walked to the station. (change to past perfect progressive)

### Modal auxiliary verbs

Modal auxiliary verbs are a special kind of auxiliary verb used to shift the meaning of a sentence.

For example:

- I write. (showing action) → I can write. (showing ability not action)
- He writes. (showing action) → He can write. (showing ability not action)

The table below gives the modal auxiliary verbs.

MODAL AUXILIARY VERBS		
Present tense form	Past tense form	What this word indicates
can	could	ability, possibility or permission
will	would	future intent, expectations, predictions or determination
shall	should	future intent, obligation, probability, or a command
may	might	permission, possibility or uncertainty
must	must	obligation, probability, certainty or a suggested explanation

While modal verbs can change tense, they do not have to change in order to match the subject of the sentence – the same form is used with all subjects.

### Try This!

### Exercise 16

What is the modal verb indicating in each of the following sentences? Choose one of the words from the right-hand column to match each of the sentences.

16.1	I can speak three languages.	intentions regarding the future
16.2	I will call you.	intentions regarding the future
16.3	I shall be there.	ability
16.4	I may be sick already.	obligation
16.5	I must go and visit her at the hospital.	possibility

## Prepositions of place

**Prepositions of place** show a noun or pronoun's position in relation to other nouns or pronouns.

Some prepositions of position are:

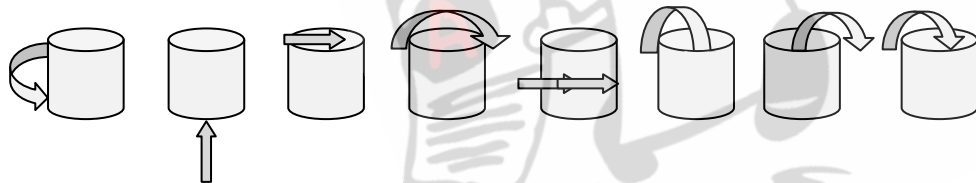
- in
- on
- with
- next to
- behind
- in front of
- below
- above
- from
- beside
- inside
- outside
- between
- near
- close to
- by
- of.

## Prepositions of direction

**Prepositions of direction** indicate the way a noun or pronoun is moving in relation to another noun or pronoun.

Some prepositions of direction are:

- around
- towards
- across
- over
- through
- into
- out of
- onto



## Prepositions of time

**Prepositions of time** indicate the relationships between nouns or pronouns regarding time.

For example:

- He arrived *before* I was ready.
- We ate popcorn *during* the show.



## Prepositions of possession

Prepositions of possession indicate when a noun or pronoun belongs to another noun or pronoun.

For example:

- The cattle belong *to* him.
- You can see the end *of* the tunnel from here.

### Try This!

### Exercise 22

Choose the correct preposition from the brackets to complete the sentence.

- 22.1 She came (during / along) for the ride.  
 22.2 He left the cinema (during / to) the movie.  
 22.3 I need to talk (from / to) you about the party.  
 22.4 I pulled the end (of / from) its tail to tease it.  
 22.5 He ran (along / next to) the beach to get used to the sand.

## Adjective and preposition combinations

Some prepositions are typically used together with some adjectives.

For example:

- afraid of
- ashamed of (a participle acting as an adjective)
- bored with (a participle acting as an adjective)
- impatient with
- rude to

## Noun and preposition combinations

Some prepositions are typically used together with some nouns.

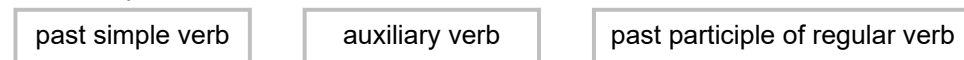
For example:

- invitation to
- approach to
- reason for
- respect for
- comment on

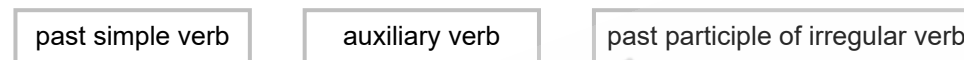
## The passive voice in the past tense

The verb also changes when a past-tense sentence changes from active to passive.

For example:



- I *hugged* the child. → The child *was hugged* by me.



- I *wrote* the essay. → The essay *was written* by me.

The auxiliary verb that you add must match the subject and the tense.

Note: the tense of the sentence has not changed.



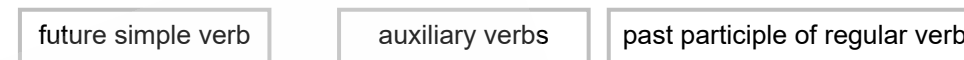
The following table gives examples of how past-tense active sentences are changed into past-tense passive sentences.

	ACTIVE VOICE	PASSIVE VOICE
Past simple tense	You <i>looked</i> after our house.	→ Our house <i>was looked</i> after by you.
Past simple tense	We <i>fed</i> the goat in the morning.	→ The goat <i>was fed</i> by us in the morning.
Past simple tense	Tina <i>wrote</i> beautiful essays in English.	→ Beautiful essays <i>were written</i> by Tina in English.
Past simple tense	She <i>placed</i> some advertisements.	→ Some advertisements <i>were placed</i> by her.
Past perfect tense	She <i>had placed</i> some advertisements.	→ Some advertisements <i>had been placed</i> by her.
Past progressive tense	She <i>was placing</i> some advertisements.	→ Some advertisements <i>were being placed</i> by her.

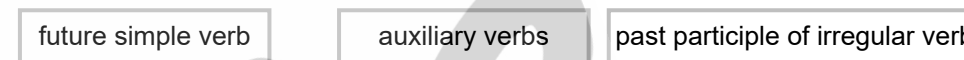
## The passive voice in the future tense

The verb also changes when a sentence in the future tense changes from the active to the passive voice.

For example:



- I *will hug* the child. → The child *will be hugged* by me.



- I *will write* the essay. → The essay *will be written* by me.

The auxiliary verb that you add must match the subject and the tense (see page 94).

Note: the tense of the sentence has not changed.



The following table gives examples of how future-tense active sentences are changed into future-tense passive sentences.

	ACTIVE VOICE	PASSIVE VOICE
Future simple tense	You will look after our house.	→ Our house will be looked after by you.
Future simple tense	We will feed the goat in the morning.	→ The goat will be fed by us in the morning.
Future simple tense	Tina will write beautiful essays in English.	→ Beautiful essays will be written by Tina in English.
Future simple tense	She will place some advertisements.	→ Some advertisements will be placed by her.
Future perfect tense	She will have placed some advertisements.	→ Some advertisements will have been placed by her.
Future progressive tense	She will be placing some advertisements.	→ Some advertisements will be being placed by her.

Instead of using 'will', we can also use the following passive construction in the future tense:

- Next year a new library is going to be built.

The following table gives examples of some common idiomatic expressions.



IDIOM	MEANING
to have <i>green fingers</i>	to be able to make plants grow well
to <i>see red</i>	to be angry
to be <i>an uphill battle</i>	to be very difficult or challenging
to be <i>over the top</i>	to be beyond reasonable limits
to be <i>caught with your pants down</i>	to caught unprepared / to be seen in an embarrassing situation
to have <i>lost one's marbles</i>	to be mentally unstable (crazy)
to have the <i>Midas touch</i>	to make a success of every business venture / to make money with apparent ease
to have a <i>bone to pick with someone</i>	having to confront someone about a problem they've caused / contributed towards
to be <i>lily-livered</i>	to be a coward
to be <i>yellow</i>	to be a coward
to be a <i>chicken</i>	to be a coward
to <i>come apart at the seams</i>	to lose control / to be in bad condition
to <i>not give someone the time of day</i>	to ignore them / to go out of your way to avoid them
to do something <i>half-heartedly</i>	to do something without enthusiasm or excellence
to be <i>on cloud nine</i>	to feel extremely happy
to be <i>in seventh heaven</i>	to feel extremely happy
to feel <i>on top of the world</i>	to feel extremely happy
to <i>raise the bar</i>	to set the standard higher than before
to make <i>mincemeat</i> of someone	to beat someone in a contest / argument
<i>suck something out of your thumb</i>	to make up a story with no factual basis
to <i>stir things up</i>	to cause conflict, make something more exciting
to <i>fly off the handle</i>	to lose your temper, get very angry
to <i>bail out</i>	to leave, to give up
to <i>throw in the towel</i>	to abandon a job / game
the outcome is <i>in the balance</i>	the outcome has yet to be decided
a <i>slip of the tongue</i>	accidentally saying something secret
to <i>keep your ear</i> on the ground	to be aware of what is happening around you and to what people are saying
to <i>pave the way for</i>	to allow something to happen easily
to have a <i>broken heart</i>	to be disappointed in love
to have <i>stars in your eyes</i>	to be in love

## PROVERBS

**Proverbs** are short expressions or sayings that hold a general truth. They are used to communicate a lesson about life.

You are not likely to be asked to give the explanation of a proverb, but you're expected to know what it means. You will probably be given a proverb with some words missing.

When you are asked to complete a proverb, you'll have to fill in the key word(s).

The table on the next page gives some common proverbs. The key word(s) have been printed in italics.

PROVERB	MEANING
<i>Absence</i> makes the heart grow fonder.	When you are away from someone you care about, you grow to love them more.
<i>Actions</i> speak louder than words.	What you do is more important than what you say.
An <i>apple</i> a day keeps the doctor away.	Eating healthy food will keep you healthy.
<i>Bad</i> news travels fast.	People like to speak about others' misfortunes.
A <i>bad</i> workman blames his tools.	Someone who's incompetent will always find something else to blame for his/her inability.
If you can't <i>beat</i> them, join them.	If you can't succeed against someone, become their ally and share in their success.
<i>Beauty</i> is in the eye of the beholder.	Everyone has their own idea of what beauty is.
<i>Beauty</i> is only skin-deep.	Someone can seem beautiful on the outside, but can be selfish by nature.
<i>Beggars</i> can't be choosers.	If you receive something for free, you can't be critical of it.
The <i>bigger</i> they are, the harder they fall.	When important people do something wrong everyone knows about it.
<i>Birds</i> of a feather flock together.	People with similar interests and characters will find others like themselves.
<i>Blood</i> is thicker than water.	Family ties are stronger than friendships.
Don't judge a <i>book</i> by its cover.	You can't know what someone is like just by looking at them.
If the <i>cap</i> fits, wear it.	If you're responsible for something, admit it.
When the <i>cat's</i> away the mice will play.	When the person in charge is gone, the others will do what they want (for example, not work).
<i>Children</i> should be seen and not heard.	Children shouldn't participate in adult conversation.
Don't count your <i>chickens</i> before they hatch.	Don't rely on something that might not happen.
Too many <i>cooks</i> spoil the broth.	If too many people try to do something they will make a mess of it.

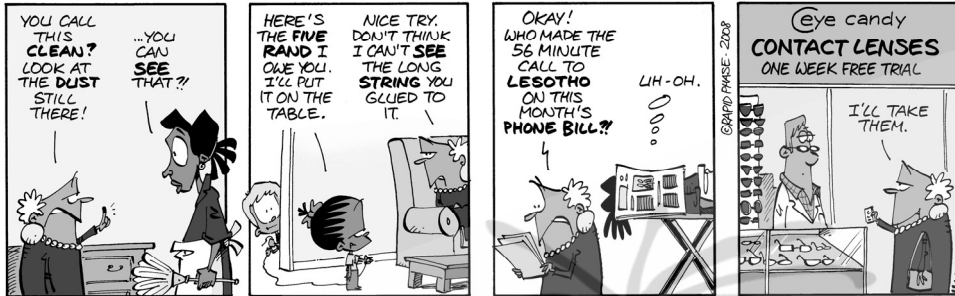
## Section C: Language structures and conventions

### QUESTION 4: VISUAL LITERACY

#### ANALYSING A CARTOON

4.1 Refer to TEXT 4 (the cartoon) and answer the questions that follow.

TEXT 4



#### Frame 1

- 4.1.1 The words, 'You call this clean?' means that she thinks that:
- A the place is very clean.
  - B the place is almost clean.
  - C the place is not clean at all. (1)
- 4.1.2 Eve is surprised by the woman's remark. Mention one visual and one verbal aspect that show her surprise. (2)

#### Frame 2

- 4.1.3 Write the contractions 'here's' and 'I'll' out in full. (2)
- 4.1.4 Fill in the missing word in the sentence below. (1)
- The woman knows that the children want to play a \_\_\_\_\_ on her.

#### Frame 3

- 4.1.5 Why are the words 'Lesotho' and 'Phone Bill' written in bold letters? (1)
- 4.1.6 What do the speech bubbles above Eve's face indicate? (1)
- 4.1.7 Why do you think the newspaper is covering Eve's face? (1)

#### Frame 4

- 4.1.8 Clearly explain why the woman says that she will take 'them'. (The sign in the shop is also a clue and can be referred to in your response.) (2)

#### Whole cartoon

- 4.1.9 Do you like this Madam and Eve cartoon strip? Give two reasons for your answer. (2)

## ANALYSING AN ADVERTISEMENT

4.2 Refer to TEXT 5 (the advertisement) and answer the questions that follow.

TEXT 5

AMBI® SKINCARE

Johnson & Johnson

A moisturiser that goes beyond nourishing to give you smooth even toned skin.

AMBI® knows women of colour face unique challenges in achieving smooth, even-toned skin. That's why we developed AMBI® EVEN & CLEAR™ Daily Moisturiser with SPF 20. Its exclusive oil-free formula with EVENBLEND™, a rich combination of Natural Soy, Vitamins C and E, helps even skin tone and visibly reduces dark marks, giving soft, smooth skin. And its advanced sun protection helps keep dark marks from returning.

AMBI® SKINCARE  
EVEN & CLEAR™  
Daily Moisturiser  
with SPF 20  
Visibly evens  
skin tone & texture  
With Soy Extract &  
Vitamin C & E

For more information phone 0860 410 0032  
AMBI CELEBRATE YOUR BEAUTY EVERYDAY™

- 4.2.1 Who is the target market of this advertisement? Quote three consecutive words to support your answer. (2)
- 4.2.2 (a) What kind of product is being advertised? (1)
- (b) What is the brand name of this product produced by Johnson & Johnson? (1)
- 4.2.3 How has the advertiser tried to draw the attention of the consumer? (1)
- 4.2.4 Comment on the use of language in the advertisement. (2) [20]

# MEMO TO THE FIRST PRACTICE EXAM

## Section A

### QUESTION 1

- 1.1.1 After ✓ the end of apartheid  
1.1.2 'roots' ✓  
1.1.3 The youth ✓ could freely express ✓ themselves.  
1.1.4 (a) False ✓  
(b) It is noted that the genre is 'a mixture of a number of rhythms'. ✓✓
- 1.2.1 The lyrics are repeated. / Isicamtho is used. / The lyrics contain a combination of South African languages. (Any two) ✓✓
- 1.3.1 Few black artists were heard of because most producers were white, ✓ and thus only 'white' artists' music was produced. ✓
- 1.4.1 Lyrics are chanted over backing tracks. ✓  
1.4.2 The lyrics revolve around South African issues or themes. ✓  
1.4.3 'whose trumpet sounds became associated with calls for an end to white domination' ✓✓  
1.4.4 Yes, firm opinions lead to self-expression.

OR

No, if the political regime is too oppressive people might stay silent. (Any well-justified response) ✓✓

- 1.5.1 To engage the reader / to indicate what information will be discussed ✓  
1.5.2 The youth can freely express themselves. / It has fostered creativity. / Artists write about life in the new South Africa. (Any two) ✓✓

[20]

### QUESTION 2

- 2.1.1 (a) colour ✓  
(b) race ✓  
2.2.1 B ✓ his name is being emphasised to show that it is well known.

- 2.2.2 (Any well-justified answer. Examples are given below.)  
Yes ✓, he knows he is famous ✓ and he thinks he is good-looking. ✓

OR

No ✓, he wants to be thought attractive ✓ but the fact that he is asking a question about himself being attractive means he is not over-confident. ✓

- 2.3.1 B humble ✓ (Any appropriate adjective)  
2.3.2 (Any well-justified answer. Examples are given below.)  
Yes ✓, he sounds like he is speaking from the heart ✓ and speaking about his real dreams. ✓

OR

No ✓, it sounds like he is saying what he thinks his fans would want to hear ✓, because people like pop stars that still think there is room for them to develop further. ✓

[10]

SECTION A: 30

## Section B

### QUESTION 3

1. Don't just express your anger without thinking. ✓
2. Try to think logically instead of emotionally. ✓
3. When you are talking to someone who is angry, listen carefully. ✓
4. Reply to angry comments after you have waited a bit. ✓
5. Use deep breathing to calm yourself. ✓
6. Imagine relaxing pictures in your head if you know you are getting cross. ✓
7. Speak about your anger to a good, non-judgemental listener. ✓ (63 words)

Adherence to word limit: ✓

Appropriate style (point form): ✓

Correct grammar usage: ✓

[10]

SECTION B: 10

## Section C

### QUESTION 4

- 4.1.1 C ✓ the place is not clean at all.  
4.1.2 Her eyes are huge / open wide. ✓ Her words end with an exclamation mark combined with a question mark. ✓

- 4.1.3 here is ✓, I will ✓  
4.1.4 trick / prank ✓  
4.1.5 It emphasises the woman's anger. ✓  
4.1.6 She is thinking. ✓  
4.1.7 She wants to hide the fact that she is sleeping on the job. ✓  
4.1.8 She will take the contact lenses ✓ because they have helped her see things clearer. ✓  
4.1.9 Yes, the characters are interesting ✓, and the cartoon makes me laugh without any of the characters being belittled. ✓

OR

No, it irritates me that the maid is black and the employer is white even though apartheid is over. ✓ I also don't like Eve being depicted as lazy and underhand. ✓ (Any well-justified answer with two points.)

- 4.2.1 Women of darker skin tones, ✓ because the advertisement refers to 'women of colour' ✓  
4.2.2 (a) Moisturiser ✓  
(b) Ambi ✓  
4.2.3 The photograph depicts three beautiful, smiling women. ✓  
4.2.4 The advertisement uses many words with positive connotations ✓, such as 'nourishing' and 'smooth'. ✓ (Any relevant answer.)

[20]

### QUESTION 5

- 5.1.1 for ✓      5.1.2 with ✓      5.1.3 in ✓  
5.2.1 is ✓      5.2.2 chosen ✓      5.2.3 the ✓  
5.2.4 can ✓      5.2.5 his ✓  
5.3 '✓ I am overwhelmed by the confidence shown in me and I will try to make a success of my time in England ✓, ✓' ✓ he said.  
5.4 I took ✓ advantage of that ✓ opportunity and hoped ✓ that I was ✓ going to succeed.  
5.5 improve ✓      5.6 unsuccessful ✓  
5.7 opportunities ✓      5.8 It refers to his age. ✓

[20]

SECTION C: 40

TOTAL: 80