

English

First Additional Language

CLASS TEXT & STUDY GUIDE

Mich lle Coetzee, Linnell Holland, Nadia Anhuizen & Angus Duffett

GRADE

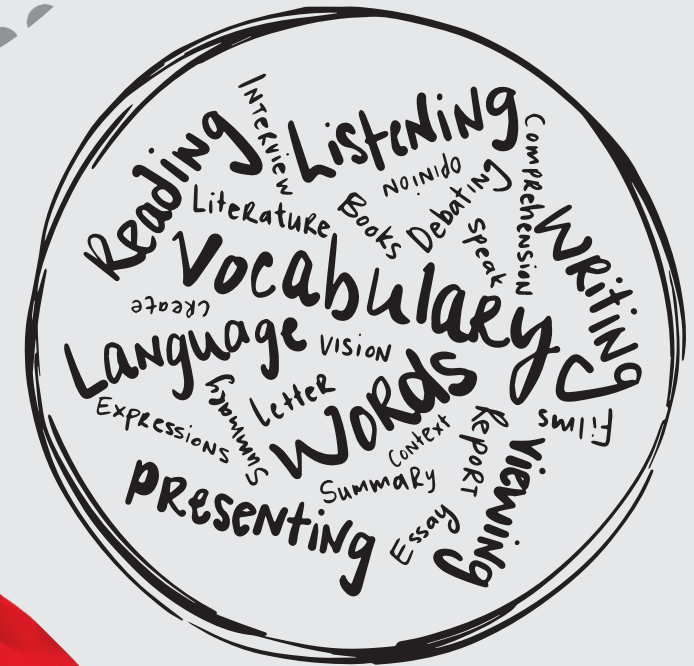
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CAPS

3-in-1



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Grade 11 English FAL 3-in-1 CAPS

CLASS TEXT & STUDY GUIDE

This Grade 11 English First Additional Language 3-in-1 study guide enables you to master the four main FAL skills in a step-by-step manner – Listening & Speaking; Reading & Viewing; Writing & Presenting; Language Structures & Conventions. It simplifies the method to succeed in English First Additional Language by covering each skill separately. This study guide allows you to explore a range of exercises, memorable content, helpful tips and also study sample pieces of work to better understand how to achieve your best grade.

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 paper and memo
- Audio CD of listening activities

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THIS CLASS TEXT & STUDY GUIDE INCLUDES

- 1 Stimulating Notes on each of the four skills
- 2 Exercises
- 3 Answers

Plus a *sample Exam Paper 1 and Memo*

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CONTENTS

PART 1: LISTENING AND SPEAKING

Notes and exercises	1
<i>Expressions used in conversational English</i>	27
<i>Appendix of assessment tools</i>	28
<i>Answers</i>	30
<i>Listening texts</i>	34

PART 2: READING AND VIEWING

Notes and exercises	39
<i>Answers</i>	76

PART 3: WRITING AND PRESENTING

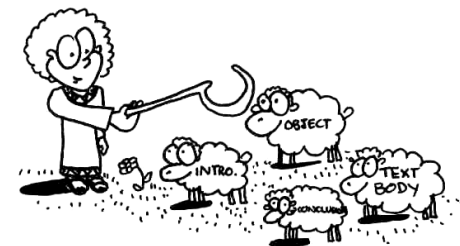
Notes and exercises	82
<i>Answers</i>	111

PART 4: LANGUAGE STRUCTURES AND CONVENTIONS

Notes and exercises	112
<i>Answers</i>	169

EXAM PAPER AND MEMO

Practice end-of-year exam paper	175
Exam memo	179



In order to comment on cartoons, it is necessary for you to have some knowledge of the people and events involved. Regularly reading the newspapers and news websites is an important way of keeping yourself informed.

Try This!

Exercise 7

Study the cartoon below and ask yourself the following questions.

- 7.1 What role have all these people played?
- 7.2 How are they represented?
- 7.3 What is the main idea of the cartoon?
- 7.4 What is the cartoonist's viewpoint? How do you know?
- 7.5 Do you agree with the opinion of the cartoonist?
- 7.6 What is your opinion on how the characters are depicted? Why?
- 7.7 What might be the views of others regarding this cartoon? Why?



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- 7.8 Write your opening comments in a discussion about this cartoon.
- 7.9 Write the response of someone who has an opposing view to yours.
- 7.10 Have a group discussion about this cartoon.

Try This!

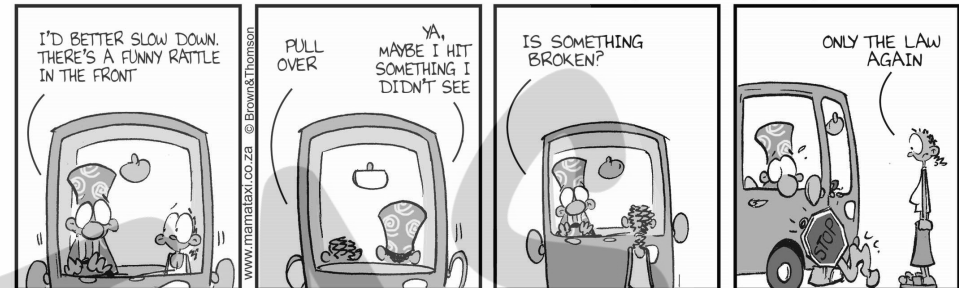
Exercise 8

A group of four students is required to have a discussion about the cartoon below.

The four students are Rodney, Cassiem, Noxolo and Sive. Read their dialogue and complete the questions and activities that follow.

Mama Taxi...

(words by) Deni Brown (pictures by) Gavin Thomson



- Sive:** I think the cartoon is funny because the people look funny.
- Cassiem:** I think it is more serious than that. The cartoonist is making an important comment about bad taxi drivers on our roads and that they break the law too easily. Do you see that? (8.1)
- Sive:** Aren't you being a bit dramatic? It's just a cartoon. Cartoons are meant to be funny and this...
- Noxolo:** (interrupting) Don't be stupid, Sive, you obviously have no idea what you are talking about and are misinformed with regard to the techniques and principles that define the art of cartoon writing. There is no doubt that this cartoon is about the mindless uneducated individuals who drive taxis and their absolute disregard for the laws of the road. They have no respect for anyone and all deserve to be sent to prison. There is no doubt about this, it is all so obvious. (8.2)
- Sive:** I don't think that is entirely true. Look at ...
- Noxolo:** (interrupting) What do you know anyway? You only got a D for English.
- Cassiem:** (8.3)
- 8.1 What has Cassiem done well in his opening contribution?
 - 8.2 What errors has Noxolo made in the expression of her opinions?
 - 8.3 Suggest what Cassiem should say here.
 - 8.4 Suggest a way of bringing Rodney into the discussion.
 - 8.5 Write the next ten lines of the dialogue as you think it would play out if the discussion ran smoothly.

2 COMPLETING A PRACTICE COMPREHENSION

In Grade 11 exams you will be asked to answer questions on an article of 500 – 600 words. All the different types of questions will be asked, but not in any particular order.

Try This!

Exercise 35

Read the following article and answer the questions that follow.

DJ Sbu gives back to the community

Dimakatso Motau

- SOME describe him as a street-smart hustler, others a grassroots marketer, and to some he is known as one of the most eligible bachelors around.**
- That is how DJ Sbu – real name Sbusiso Leope – is viewed.
- He is the co-owner of a successful independent record label and a breakfast DJ. His Twitter biography describes him as a social entrepreneur, entertainer, globetrotter, speaker and tennis player.
- The versatile DJ has been travelling the world in the last couple of months, to watch tennis matches live, as the game is his favourite sport.
- Leope has always played tennis since he was eight and at one stage was a junior champion in the then Transvaal province.
- Though his peers teased him by saying he played a 'girl's sport', he proudly wore his tennis gear and carried his racket on the streets of his hometown Tembisa. This proved that whatever he puts his mind to, he has the determination to see it through.
- This is one of Leope's traits, who has just released his seventh studio album *Sound Revival 2*, that has seen his brand grow from strength to strength.
- 'I mean I knew that I wanted to be successful and inspire people, but to be able to excel in music, television presenting, business, radio and also find time to give back to the community is amazing,' Leope said in an interview with *Sowetan*.
- 'It took me a while to understand my sound, my target market, which is broad and includes the young and old. Now that I'm comfortable with my own sound, the hits keep coming and I'm grateful,' he said.
- This is evident in how the first single 'Qina' off *Sound Revival 2* (featuring Generations actor Anga Makubelo, aka Naak Musiq) has been received. The single is currently receiving a lot of airplay.
- Leope credits his career reinvention to his flexibility in adapting to new trends.
- 'My two albums the *Y Lens 3* and *4* (with licensed songs) did not do well, so I took a conscious decision to focus on creating original music, as fans related more with originality,' he said.

- He further explained that re-branding was one of the strategies that has worked for him.
- The multifaceted entertainer has also mentored a few young people and is equally vocal about his education-based CSI projects.
- One of his protégés is a third-year logistics degree student Kutlwano Modise, 21, of the University of Johannesburg, from Katlehong.
- 'I don't know how my life would have turned out, had I not met Leope in 2009, while doing matric. He came to give a motivational talk at our school and spoke about bursary opportunities,' Kutlwano told *Sowetan*.
- 'My single mother, who is on a salary of a part-time packer, could not afford to pay my university fees,' said Kutlwano, who already has a job for next year.
- He said Leope had stepped in and linked him with bursary opportunities.
- Kutlwano's success story is a result of DJ Sbu's initiative that started seven years ago to offer motivational talks at previously disadvantaged schools. – motaud@sowetan.co.za

Source: Dimakatso Motau. 2012. 'DJ Sbu gives back to the community' In: *Sowetan Live*, 9 November 2012. Online: <http://www.sowetanlive.co.za/entertainment/2012/11/09/dj-sbu-gives-back-to-the-community>. Retrieved 29 January 2013.

- What is DJ Sbu's real name? (2)
- What phrase is 'DJ' an abbreviation of? (paragraphs 2 and 3) (2)
- Give two ways in which DJ Sbu earns money. (2)
- Using examples, state the similarity between how DJ Sbu dealt with sport when he was young and how he now deals with his work. (4)
- (a) What assumption did DJ Sbu make about what listeners wanted when he produced his album *Y Lens 3*? (1)
(b) Was this assumption correct? Explain. (2)
- Is his song 'Qina' popular? How do you know? (3)
- What does the following comment reveal about DJ Sbu's opinion of his achievements: 'I mean I knew that I wanted to be successful and inspire people, but to be able to excel in music, television presenting, business, radio and also find time to give back to the community is amazing...' (1)
- How did Kutlwano Modise meet DJ Sbu? (1)
- By inferring from the information given in the text, state the reason that Modise's mother could not afford to pay his university fees. (1)
- How did DJ Sbu help Modise? (2)
- Do you think it is valid to say that DJ Sbu turned Modise's life around? Explain. (3)
- Outline how DJ Sbu gives back to his community. (3)
- Discuss your response to DJ Sbu's efforts to give back to his community. (3)

[30]

WRITING POINT-FORM SUMMARIES

A **summary** is a short version of a text. You need to be able to reduce a text of approximately 230 words to a summary of 60 – 70 words.

The following text is going to be used as an example of a summary exercise.

The instruction is to read the passage and then summarise the main dangers of using steroids in seven points, numbering them 1 to 7.



Anabolic steroids are drugs that encourage the development of large muscles.

School steroid users should be warned

The SA Institute for Drug-Free Sport is warning school children of the dangers of taking steroids because of the associated health risks and the possibility of ruining their future sporting careers should they be caught doping.

The Institute for Drug-Free Sport strongly advises parents and teenagers to realise that sports skills cannot be purchased in a bottle from your local pharmacy – it takes hard work to be an Olympic athlete or Springbok rugby player. Doping is a shortcut that will not only get you caught but is also dangerous to your health.

Khalid Galant, CEO of the SA Institute for Drug-Free Sport, says that school children who dope are being very short-sighted. 'If they test positive and receive a two-year ban, in the case of school rugby their playing career is severely curtailed and those looking to pursue rugby as a career, decrease their chances considerably of being recruited by any of the Provincial Unions who talent-spot during school tournaments.'

Another possible danger associated with the use of anabolic steroids is the development of female-like breasts on males. Significant psychiatric symptoms, known as 'Roid Rage' where users have become more aggressive and violent, have also been noted.

The use of steroids could stunt growth in teenagers and young adults and may also contribute to the development of acne.

Other serious medical problems resulting from the use of steroids include cardio-vascular problems, high blood pressure, changes in the immune system and even sterility in both males and females.



Source: US Drug Enforcement Administration. Adapted from *Free 4 All*. June 2012.

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

We may use between 60 and 70 words. To reduce the number of words used we leave out any:

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

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

- clauses into phrases
- phrases into words
- long-winded sentences into shorter, simpler ones.

When someone reads the summary, it must still make sense. Therefore, when writing point-form sentences you shouldn't leave out finite verbs (see page 124 to revise what these are). Write in full sentences, starting with a capital letter and ending with a full stop.

We must count the number of words we have used and write the word count in brackets at the end of the summary.

The first step in summarising a text would be to read the instruction for the summary very carefully. What am I expected to look for? In this case it is the main dangers of using steroids. We must therefore select only this information and not summarise the whole passage.



On other occasions you might be asked to summarise the whole passage.

The next step has been done for you: underlining seven points that answer the question.

Now rewrite each point in your own words (we call this paraphrasing) to make sure that you do not merely quote from the original. Number the points 1 to 7. Then count the number of words you have used and shorten your summary if necessary.

- 1 If you use steroids, you are likely to be caught.
- 2 Once you have been caught, you will probably not be selected for provincial teams.
- 3 Males might develop breasts like women.
- 4 Your behaviour could become aggressive and violent.
- 5 Young people might not grow as tall as they naturally would.
- 6 Steroids can lead to skin problems.
- 7 You could develop serious medical problems that would affect your health. (65 words)

Try This!**Exercise 10**

Write a letter to the press about a topic that is relevant to your community at the moment, and on which you have a good suggestion to make.

DIRECTIONS

(80 – 100 words)

Directions provide clear information that tell a person to reach his/her destination.

Directions should be written:

- in short simple commands (for example, 'Turn left.')
- in point form (using bullets or numbering)
- in chronological order (for example, 'first...', 'second...', 'lastly...')
- using accurate language (for example, 'directly opposite', 'diagonally across' or 'south-east').

Directions are often accompanied by a map.

An example of a set of directions with an accompanying map is given below. The directions show how a person gets from the house marked with an X in Lily Road to the hospital.

DIRECTIONS TO THE HOSPITAL

- 1 Drive straight down Lily Road until you get to Main Road.
- 2 Turn right into Main Road.
- 3 You will see a park in front of you. Turn right into Civic Road.
- 4 Turn left at the crèche, into River Road.
- 5 On your right-hand side, you will see the Civic Centre and ahead of you will see a T-junction.
- 6 Turn right into Park Road.
- 7 Pass the first street.
- 8 At the end of the road is All Africa Tiles. Turn left into Hospital Lane, and you will see the entrance to the hospital.

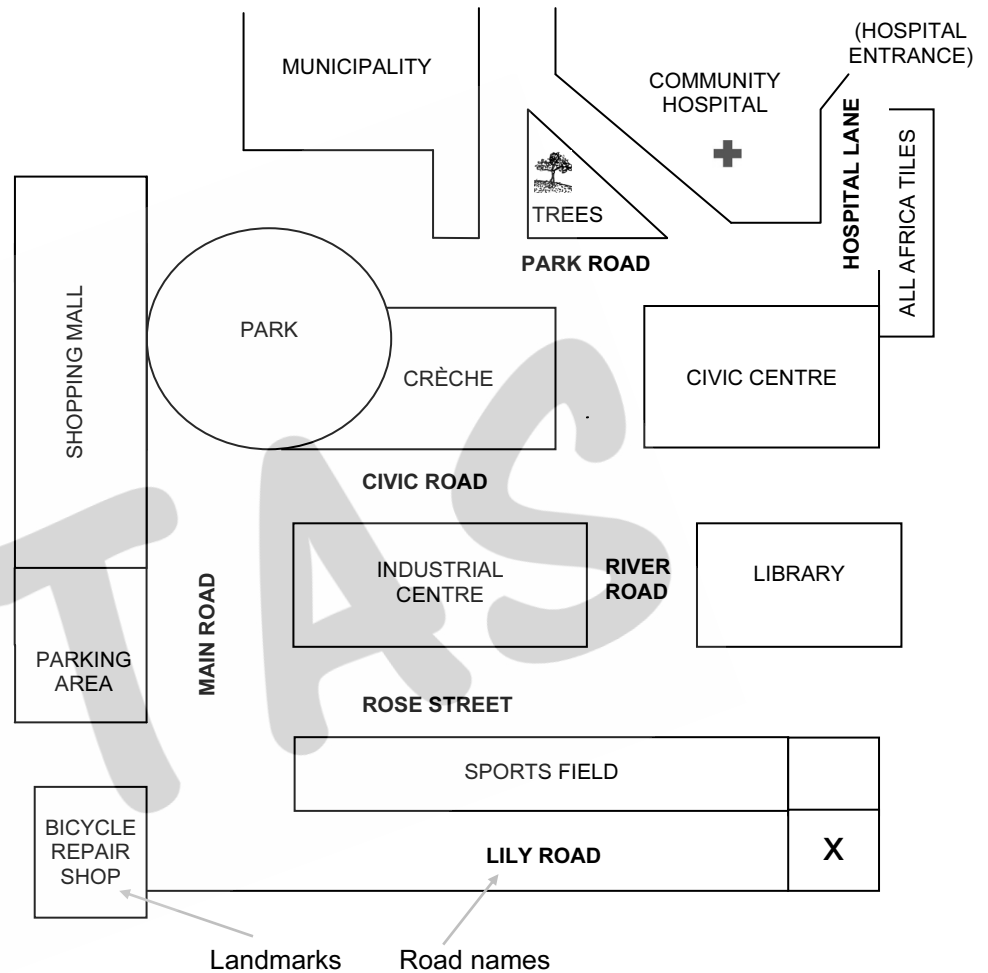
Numbers are used to indicate the sequence.

Clear and concise

Specific directions

Landmarks

Commands



Landmarks Road names



When giving directions in the countryside also use compass directions (north, south, east and west) and give approximate distances (for example, 'about 3 km').

Try This!**Exercise 11**

An international team is visiting your school. Give them a set of directions to the school from a well-known landmark or a main road.

4 Possessive determiners

Possessive determiners indicate who or what possesses a noun.

For example:

- That is *my* pet. ('My' qualifies 'pet' and indicates the paper belongs to me.)
- *Your* umbrella is here. ('Your' qualifies 'umbrella' and indicates that it belongs to you.)
- It is *her* dream. ('Her' qualifies 'dream' and indicates the dream belongs to her.)
- That is *his* secret. ('His' qualifies 'secret' and indicates the secret belongs to him.)
- The lovebird opens *its* beak. ('Its' qualifies 'beak' and indicates the beak belongs to it.)
- Where is *our* basket? ('Our' qualifies 'basket' and indicates the basket belongs to us.)
- Is she *their* mother? ('Their' qualifies 'mother' and indicates the mother belongs to them.)

Interrogative determiners

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

For example:

- *Which* lovebird did you want?
- Can you tell me *what* food they eat?

Try This!

Exercise 4

Choose the correct determiner in each of the sentences below.

- 4.1 Can you give me a / an honest estimate of the car's value?
- 4.2 Please put this / these loaves into the bag.
- 4.3 I am going to look for a / the lovebird that escaped.

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:

- That *tall* giraffe arrived this morning. ('Tall' describes 'giraffe'.)
- The *affectionate* lovebirds are grooming each other. ('Affectionate' describes 'lovebirds'.)

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

For example:

- The giraffe, which is *tall*, arrived this morning.
- The lovebirds that are grooming each other are *affectionate*.

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

For example:

- The giraffe is tall.
- The lovebirds are affectionate.

You can use a number of adjectives in front of one noun.

For example:

- the tall gentle giraffe
- the affectionate little peach-faced lovebirds



Source : Guérin Nicolas



Source : Zósimo

4 Verbs and their subjects

The word **concord** means 'agreement'. The concord of a sentence is right when the subject and the verb match.

If the subject of a sentence is singular (only one person or thing) the verb must also be in the singular form. If the subject of a sentence is plural (more than one person or thing) the verb must also be in the plural form.

The form of the verb must also match the subject in terms of whether it is a first-person subject ('I' or 'we'), a second-person subject ('You') or a third-person subject ('he', 'she', 'it' or 'they').



In the simple present tense it is easy to achieve all this if the verb is a regular verb. This is because there are only two simple present-tense forms of a regular verb, the one with the 's' added and the one without the 's' added.

	The simple present tense of 'call'
First-person singular	I call
Second-person singular	You call
Third-person singular	He/she/it calls
First-person plural	We call
Second-person plural	You call
Third-person plural	They call



Third-person singular subjects must be followed by the form with the 's' on the end. The others don't get the 's' on the end.

Try This!

Exercise 10

Draw and complete the following table with the correct forms of the verb 'call'.

		The simple present tense of 'call'
Singular	First-person	I _____
	Second-person	You _____
	Third-person	He/she/it _____
Plural	First-person	We _____
	Second-person	You _____
	Third-person	They _____

Irregular verbs don't follow quite the same pattern, but each of them does follow a pattern that you can learn.

The table below shows how two important irregular verbs in the simple present tense change to match their subjects.

		The simple present tense of 'be'	The simple present tense of 'have'
Singular	First-person	I am	I have
	Second-person	You are	You have
	Third-person	He/she/it is	He/she/it has
Plural	First-person	We are	We have
	Second-person	You are	You have
	Third-person	They are	They have

Try This!

Exercise 11

Complete the following table. (Note: it is not exactly the same as the table above.)

		The simple present tense of 'have'	The simple present tense of 'be'
Singular	First-person	I _____	_____
	Second-person	You _____	_____
	Third-person	He/she/it _____	_____
Plural	First-person	_____	_____
	Second-person	_____	_____
	Third-person	_____	_____

Try This!

Exercise 12

Complete the following sentences by adding a form of 'have' that matches the subject.

- 12.1 I _____ a sore tummy now.
- 12.2 You _____ all the good cards now.
- 12.3 He _____ a beautiful wife now.
- 12.4 We _____ a new car now.

Try This!**Exercise 13**

Complete the following sentences by adding a form of the verb 'be' that matches the subject.

- 13.1 I _____ a painter now.
 13.2 You _____ an event co-ordinator now.
 13.3 He _____ a fast runner now.
 13.4 She _____ an accountant now.
 13.5 We _____ chefs now.
 13.6 You _____ good singers now.
 13.7 They _____ the best seamstresses now.

Try This!**Exercise 14**

Put the following sentences into their plural forms (both the subjects and the verbs).

- 14.1 She smiles easily.
 14.2 I like soccer.
 14.3 You need a rest.
 14.4 He is a talented chemist.



Source : Agricultural Research Service

Remember: for most verbs all the present-tense forms are the same except for the form that matches the third-person singular subject.



When a sentence has two subjects, the verb has to be in its plural form.

For example:

- *You and I* are travelling together.
- *Blake and his brother* are both sick.

Collective nouns always take a singular verb, because they indicate *ONE* group.

For example:

- *The litter* is scattered all over the floor.
- *The litter of puppies* is scattered all over the floor.



Source : Johan Svernungsson/
Oddjob



This applies even if the collective noun is followed by 'of' and a plural noun.

The following pronouns always take a singular verb:

- | | | | |
|-----------|------------|-----------------------|---------------------|
| • no-one | • anyone | • someone | • everyone |
| • nobody | • anybody | • somebody | • everybody |
| • nothing | • anything | • something | • everything |
| • each | • none | • neither ... nor ... | • either ... or ... |

For example:

- *No-one* is home.
- If *anyone* has information they must tell me.
- *Everybody* is there.
- *Nothing* was saved.
- *Someone* is inside.
- *Either you or I* have to get it back.
- *Neither you nor I* was around at the time.

Try This!**Exercise 15**

Choose the correct form of the verb in the following sentences.

- 15.1 Anyone who (want / wants) to come can come.
 15.2 Either James or his brother (are / is) doing it.
 15.3 None of my close friends (are / is) coming to my party.
 15.4 The class (behave / behaves) well, most of the time.

The twelve tenses

Each of the main tenses (past, present and future) is divided further into four 'sub-tenses'.

PAST TENSE

The **past tense** is divided into:

- the simple past tense
(which uses a single-word verb) → e.g. called
- the past perfect tense
(which uses a form of 'have' and a past participle) → e.g. had called
- the past progressive tense
(which uses a form of 'be' and a present participle) → e.g. was / were calling
- the past perfect progressive tense
(which uses a form of 'have', the past participle 'been' and a present participle). → e.g. had been calling

PRESENT TENSE

The **present tense** is divided into:

- the simple present tense
(which uses a single-word verb) → e.g. call
- the present perfect tense
(which uses a form of 'have' and a past participle) → e.g. have / has called
- the present progressive tense
(which uses a form of 'be' and a present participle) → e.g. am / are / is calling
- the present perfect progressive tense
(which uses a form of 'have', the past participle 'been' and a present participle). → e.g. have been calling

FUTURE TENSE

The **future tense** is divided into:

- the simple future tense
(which uses 'will' and the base form of a verb) → e.g. will call
- the future perfect tense
(which uses 'will' and the base verb 'have' and a past participle) → e.g. will have called
- the future progressive tense
(which uses 'will', the base verb 'be' and a present participle) → e.g. will be calling
- the future perfect progressive tense
(which uses 'will', the base verb 'have', the past participle 'been' and a present participle). → e.g. will have been calling

4 PHRASES AND CLAUSES

Sentences can also be divided into phrases and clauses.

Phrases and clauses are both groups of words in a sentence, but a phrase has no finite verb whereas a clause does have a finite verb.

Phrases

A **phrase** is a group of words without a finite verb that acts as a unit in the sentence. A phrase functions like a part of speech. Therefore you can have adverbial phrases, adjectival phrases, noun phrases and so on.



For example:

- The woman with the stripy dress sat *at the bus stop*.
The words 'at the bus stop' form an adverbial phrase of place because they tell us where the woman sat.
- The woman *with the stripy dress* sat at the bus stop.
The words 'with the stripy dress' form an adjectival phrase because they describe 'woman', which is a common noun.
- *The woman with the stripy dress* sat at the bus stop.
The words 'The woman with the stripy dress' form a noun phrase because they act as a noun. This noun phrase contains the adjectival phrase 'with the stripy dress'.

Your subject, object or complement can sometimes be a whole phrase or clause. For example, in the example above, 'the woman with the stripy dress' is the subject of the sentence.

Clauses

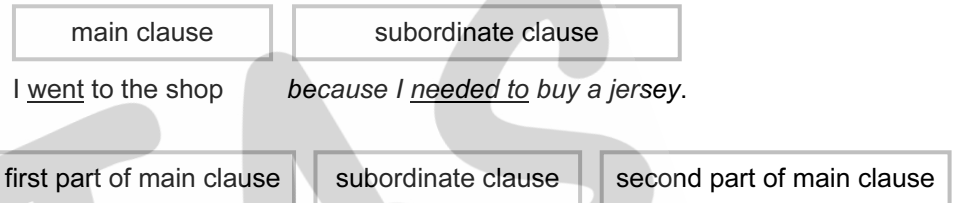
A **clause** is a group of words that contains a finite verb.

The sentence below is made up of only one clause.

- I went to the shop.

Some sentences have main clauses and subordinate clauses. The **main clause** gives the main point of the sentence. The **subordinate clauses** give supporting information.

For example:



- I went to the shop *because I needed to buy a jersey.*

- The shop, *which was having a sale,* was very crowded.

In the second example above, the subordinate clause is inserted in the middle of the main clause. We call this kind of subordinate clause an **embedded subordinate clause**.



Just like phrases, subordinate clauses act as parts of speech in the sentence.

Try This!

Exercise 43

For each of the pairs below, decide which sentence contains a phrase in italics and which sentence contains a subordinate clause in italics.

- 43.1 (a) The woman *with the stripy dress* sat at the bus stop.
(b) The woman, *who was wearing a stripy dress*, sat at the bus stop.
- 43.2 (a) I went to the shop *because I needed to buy a jersey*.
(b) *Needing to buy a jersey*, I went to the shop.
- 43.3 (a) The shop, *which was having a sale*, was very crowded.
(b) The shop, *in the middle of a sale*, was very crowded.
- 43.4 (a) I bought a blue jersey *that cost R99*.
(b) I bought a blue jersey *costing R99*.

ABBREVIATIONS

An **abbreviation** is a shortened form of a word. There are a few rules regarding abbreviations you need to be aware of.

If the abbreviation consists of just the first few letters of the word it represents, you traditionally have to use a full stop.

For example:

- Mon. = Monday
- tel. = telephone
- p. = page
- Jan. = January
- prof. = professor
- ch. = chapter

In English we also use phrases taken from other languages, and their abbreviations are usually also written with full stops.

For example:

- R.S.V.P. = *Repondez s'il vous plait.* (Please reply.)
- etc. = *et cetera* (and so on)
- e.g. = *exempli gratia* (for example / example given)
- i.e. = *id est* (that is / it is)

If the abbreviation includes the first and last consonants of the word, no full stop is needed.

For example:

- pls = please
- Dr = doctor
- crt = court
- Mr = mister
- rd = road
- maths = mathematics

However, recent abbreviations do not use a full stop even if the last consonant is left out.

- MB = megabyte
- ad = advertisement
- cell = cellular (phone)

Cellphone technology has resulted in many new abbreviations. (These are only appropriate in SMS communications.)

For example:

- BCOS – because
- B4 – before
- CU – see you
- FYI – for your information
- L8R – later
- PLS / PLZ – please
- RUOK? – Are you OK?
- QT – cutie



We can also abbreviate a phrase by saying only the first letter of each word.

For example:

- SMS – short **m**essage **s**ervice
- SA – **S**outh **A**frica
- USA – **U**nited **S**tates of **A**merica
- UK – **U**nited **K**ingdom
- DRC – **D**emocratic **R**epublic of **C**ongo
- HIV – **h**uman **i**mmunodeficiency **v**irus
- CSI – **c**orporate **s**ocial **i**ntestment
- SABC – **S**outh **A**frican **B**roadcasting **C**orporation
- DJ – **d**isc **j**ockey
- SAP – **S**outh **A**frican **P**olice
- PTA – **P**arent and **T**eachers' **A**ssociation
- SPCA – **S**ociety for the **P**revention of **C**ruelty to **A**nimals

We also use 'TB' for the word 'tuberculosis'. In this case we use the first letter of each main part of the word.



4 PROVERBS

Proverbs are short expressions or sayings that contain wisdom or advice. 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 may be given a proverb with some of its words missing, and be asked to fill these words in.

The following table gives the meanings of some common proverbs.

PROVERB	MEANING
Two heads are better than one.	Two people can solve a problem more easily than one.
A problem shared is a problem halved.	Talking about a problem with a friend can make it seem smaller.
A friend in need is a friend indeed.	A friend who is there when you need one is a real friend.
It takes two to have an argument.	If you don't want an argument don't be part of it.
A man is known by the company he keeps.	People's opinion of you will be affected by who you are friends with.
Manners maketh the man.	Consideration for others makes someone a true and respectable adult.
Early to bed, early to rise, makes you healthy, wealthy and wise.	To be successful don't stay up late partying, rather sleep well and work hard.
Cold hands, warm heart.	Often those who don't seem very friendly at first turn out to be kind people.
Handsome is as handsome does.	If a person acts kindly he is beautiful inside, and that is what is important.
Better to have loved and lost, than never to have loved at all.	A person who loses a loved one to death or break-up is still luckier than someone who never had such a relationship.
Marry in haste, repent at leisure.	If you get married quickly you might realise you made a big mistake.
Laugh and the world laughs with you. Cry and you cry alone.	You will have more people liking you if you are a cheerful person.
Don't judge a book by its cover.	You can't know what someone is like just by looking at them.
Give credit where credit is due.	Acknowledge the contributions of others.
A bad workman blames his tools.	A person who complains about his/her equipment could be trying to hide his/her own lack of skill.
Practice makes perfect.	The more you practise the better you'll be at something.
A miss is as good as a mile.	If you fail to succeed, it doesn't matter how close you got.

PROVERB	MEANING
All that glitters isn't gold.	Not everything that looks wonderful is wonderful.
The grass is always greener on the other side of the fence.	Other people's situations always seem better than our own.
You reap what you sow.	You have to deal with the consequences of your actions.
To err is human; to forgive divine.	All people make mistakes and we should try to forgive these mistakes.
Empty vessels make the most noise.	People who talk a lot are often stupid.
More haste, less speed.	If you rush, you will make mistakes that slow you down.
Choose your battles.	Don't waste energy on issues you can't change, rather keep it for issues that you can.
Never put off until tomorrow what can be done today.	Don't put things off.
Procrastination is the thief of time.	Don't put things off or you will run out of time.
Make hay while the sun shines.	When an opportunity to get something done occurs, take it.
A stitch in time saves nine.	By dealing with a problem early, the problem does not get bigger.
All work and no play makes Jack a dull boy.	We must balance work with recreation.
It never rains but it pours.	When things start happening, a lot happens at once.
You can't have your cake and eat it.	When two attractive options conflict then you have to choose between them.
It's no use crying over spilt milk.	Being sad about something that has happened won't change the fact that it has happened.
Accidents will happen.	We can't stop mistakes from occurring.
A change is as good as a holiday.	Doing a different kind of work can be very refreshing.
Necessity is the mother of invention.	We invent things when we need them.
In the country of the blind the one-eyed man is king.	If the people around someone are not capable then that person will seem very capable in comparison.
A picture is worth a thousand words.	A complex idea can be expressed better in a visual way.
The only constant is change.	The one thing that we can be sure of in life is that things will not stay the same forever.
As one door closes, another always opens.	The end of one opportunity is the time to recognise other opportunities.
The best things in life are free.	Love, friendship, etc. are the most valuable things and cannot be bought and sold.

EXAM PAPER AND MEMO

PRACTICE END-OF-YEAR EXAM PAPER

ENGLISH FIRST ADDITIONAL LANGUAGE GR. 11 EXAM PAPER 1: LANGUAGE IN CONTEXT 2 hours

Section A: Comprehension

QUESTION 1

Read the text 'Lead SA's Challenge', and then answer the questions that follow in full sentences and in your own words, unless otherwise instructed.

DO YOU ACCEPT THE CALL TO RESPONSIBILITY?

By LEAD SA

- 1 The Bill of Responsibilities is a world-first, revolutionary initiative which has the power to change South Africa for the good. It is a complementary document to the Bill of Rights as it reformulates the language of human rights into the language of responsibility.
- 2 The most practical dimension of the Bill of Responsibilities is the school project. It will be implemented by the Department of Education by being taught to children throughout South African schools from Grade 1 all the way through to matric. It is part of life orientation, and will also hopefully infuse the atmosphere and the ethos of school management and leadership.
- 3 We often get overwhelmed as South Africans with the question of how we can solve our problems. The task seems daunting and the road seems long. It seems that any project will take decades to bear any kind of fruit. However, the Bill of Responsibilities, implemented correctly, can change the face of South Africa in just over a decade.
- 4 Consider this simple fact: there are thousands of Grade 1s throughout our country in 2011. In 12 years from now, if this Bill of Responsibility is properly implemented by the Department of Education, the pupils who graduate from school will have had twelve years of education about the values of responsibility. They will be a new generation of South Africans nurtured not only on the values of human rights, but the values of human responsibilities. They will have a new spirit of responsibility, decency and contribution. »

- 5 Whatever children grow up with, they consider to be normal and natural. When a child grows up in a family where he or she hears loving interactions spoken with dignity, kindness and gentleness, this becomes for the child the normal and natural way to talk. However, if they grow up with sounds of aggression and anger, this too becomes normal and natural. If children live in a home where hard work and commitment to family is the norm, then they will take in a good work ethic and loyalty.
- 6 Through the Bill of Responsibilities, parents and teachers can educate a new generation to grow up feeling the values of responsibility are normal and natural. To be a parent or teacher is a calling and a holy mission. The future of South Africa will be determined by the impressionable young children who live in our homes and sit in our classrooms day after day.
- 7 We are educating and training our children to possess the technical skills and abilities to be able to function properly in the highly complex and competitive modern world. Together with those technical skills, we must also impart to them values.
- 8 It is these values that will influence the way they view the world and their own position within it. And that is the importance of the Bill of Responsibilities: it provides a framework of values, drawn from the ethos of the new South Africa.
- 9 But it is not only about children; it is about all of us. The Bill of Responsibilities can affect every part of society, from children through to the elderly, from citizens to government, and infuse everything we do with the moral values of our constitution.



Lead SA is a Primedia Broadcasting and Independent Newspapers initiative that aims to encourage South Africans to stand up, do the right thing and make a difference.

Source: Adapted from: *Cape Times*, 24 March 2011.

- 1.1 Refer to the title.
 - 1.1.1 Why is the title (heading) in a larger font than the rest of the article? (1)
- 1.2 Refer to paragraph 1.
 - 1.2.1 What is the difference between a right and a responsibility? (2)
 - 1.2.2 Give an example of each. (2)