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STUDY Mate

Department of Education

GRADES 8–11 ISSUE 11 SEPTEMBER 2007

Learning activities for Grades 8–11

Education Minister Naledi Pandor

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SPECIAL EDITION
Literacy Week:
10 to 14 September

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Dear Learner

The 8th of September was International Literacy Day – a day used by the United Nations and the international community to remind us that there are still about 780 million people in the world who cannot read or write. The majority of these people live in sub-Saharan Africa, Asia and the Pacific. Reading, writing and literacy are some of the most important skills we humans need in order to participate in social and economic activities, and to reduce poverty. Imagine if you were unable to read the words on this page! Being illiterate is hugely disempowering.

For this reason we are dedicating this issue of Study Mate to literacy. We have a number of English lessons and exam papers for you so that you can practise those reading, writing and comprehension skills. We also have a story and comprehension for our younger learners – Grades 8 and 9 – but one that we think all of you will enjoy. Finally we end this issue with a short maths literacy lesson – because we want to remind you of the importance of being maths literate as well as language literate.

If we have one wish for you this week, it is that you will develop a love for reading. Why not visit your local library and see what they have to offer? If you get into books and reading it will bring you much joy for the rest of your life – guaranteed!

ENGLISH LESSON NOTES

TENSES

English tenses cause great difficulties. An obvious one is using a *progressive* tense (-ing) instead of a *simple* tense.

1. Simple tenses

Statements: These tenses refer to

- a specific time in the **past**: *He **played** soccer yesterday.*
- a repeated action or a general truth in the **present**: *He **plays** soccer every day/ He loves soccer*
- and to a specific time in the **future**: *He **will play** soccer again tomorrow/He **is going to** play soccer again tomorrow.*

Questions: These tenses also refer to

- a specific time in the **past**: ***Did** he **play** soccer yesterday?*
- a repeated action or a general truth in the **present**: ***Does** he **play** every day?*
- and to a specific time in the **future**: *Will he **play** tomorrow? or **Is** he **going to play** tomorrow?*

Exercise 1

All of the following sentences are *wrong*. *Rewrite them with the correct tense*.

1 Last month Lucky Ncube was spending a holiday in Durban.
2 Jane, his wife, was staying at home to looking after the children.
3 Lucky is writing to Jane every day whenever he is away from home.
4 Is she answering all his letters?
5 We are not knowing because she is never speaking to anyone about it.
6. If you are introducing me to her, I'm having a word with her: I'm sure she is telling you all about it tomorrow.

2. Progressive tenses

These tenses refer to an action that is in progress at a known or stated time.

- **Past** He *was playing* soccer *when your plane landed yesterday.*
- **Present** He *is playing* in a match *at the moment.*
- **Future** He *will be playing* again tomorrow *when your plane takes off.*

Exercise 2

Some of the following tenses are correct, some are wrong. Correct those which should use simple tenses instead of progressive tenses and *vice versa*.

1 Doris was writing her Biology exam yesterday.
2 While she was writing Biology, her mother was having a car accident.
3 She lies in a hospital bed now, with drips keeping her alive.
4 I am hoping Doris is going to visit her.
5 I am having no doubt she will visit her during all visiting hours.
6 Let's phone Doris at the hospital while she visits her mother.

3. 'Mental activity' actions in progress

Verbs associated with mental activities do not use the progressive form (-ing) even when they refer to activity in progress. Here is a table of these verbs:

Thoughts	Think, know, believe, understand
Senses	See, hear, smell, taste
Appearance	Appear, seem, look
Possession	Have, own, belong
Desire/preference	Need, want, prefer, like, love
Inclusion	Include, contain, comprise

For example, if you are keeping an eye on a friend of yours during a visit to the gym, the following thoughts are all correctly expressed:

Physical activity verbs	**Mental activity verbs**
He is running on the treadmill now. Now he's working on his triceps. Ah – he's drinking some water at last.	He looks fit (not **He is looking fit*). He seems to need water (not **He is seeming to be needing water*). He still smells fresh (not **he is still smelling fresh*). His programme includes a lot of stamina work (not **is including*).

Exercise 3

Give the correct form of the verb in brackets in these sentences:

1 Joseph (hijack) by three masked men yesterday.
2 He (drive) through his front gate when they (appear).
3 He (think) they (lock) for work, so he (go) to speak to them.
4 He (is not) afraid because he (have) his own pistol in his pocket.
5 He (think) of it when the men (come) towards him without (speak).
6 However, while he (reach) for it they all (point) guns at his head.

4. Perfect tenses

The word *perfect* actually means *completed* in this context. You use a perfect tense when an action was completed before some other time or event in the past or the present or the future.

- **The present perfect** refers to an action that was completed some time before the present. It uses *have/has* plus the 'perfect' form of the verb: *Someone has stolen the milk.* The stealing was done some time before now.
- **The past perfect** refers to an action that was completed some time before a certain time also in the past. It uses *had* plus the perfect form of the verb: *Someone had already stolen the milk when the sun rose this morning.*
- **The future perfect** is used to refer to an action that will be completed before some other action. Both are in the future. It uses *will have* plus the perfect form of the verb: *She will have replaced the milk before the sun rises tomorrow.*

Exercise 4

Give the correct form of the verb in brackets in the sentences below:

1 By the time you read this Prof. Mathews (retire).
2 He (write) twelve study guides before you wrote matric.
3 He (write) at least another three since then.
4 His first wife (die) by the time he was appointed here.
5 He (marry) twice since then and divorced both wives.
6 He (marry) for the fourth time before his retirement.

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5. *Perfect progressive tenses*

Look at these three examples of the perfect progressive tenses:

- Mr Sithole over there *has been queuing* for 20 minutes.
- Yesterday he *had been queuing* for 40 minutes when the computer crashed and he was sent away.
- They close in 10 minutes, by which time he *will have been queuing* for 70 minutes without being served.

The perfect progressive tenses are used when we know **two** of the following:

1. how long an action lasts
2. when the action begins
3. when the actions ends

Exercise 5

Which one of the three do we NOT know in the examples above? Apply each of them to all three examples before deciding.

Check your answer in the answer section before carrying on.

Exercise 6

Use the correct form of the verb in brackets.

1. We (drive) for three hours now.
2. By this time yesterday we (drive) for five hours already.
3. Yes, but we (get) up earlier yesterday.
4. Do you think we (reach) Cape Town by sunset?
5. Yes, and by that time we (be) on the road for 13 hours altogether.

6. *Irregular verbs*

Most English verbs are 'regular': you add –ed to the simple present tense form of the verb to make the simple past and the past participle.

- Simple present: Today I *plant*, I *paint*, I *clean*, I *wash*.
- Simple past: Yesterday I *planted*, I *painted*, I *cleaned*, I *washed*.
- Past perfect: I *have planted*, I *have painted*, I *have cleaned*, I *have washed*.

But there are just over 100 English verbs which are 'irregular'. You do not add –ed to form the simple past or the past perfect.

Instead you have

- some which do not change at all:

  Simple present: I *bet* on horses.

  Simple past: Yesterday I *bet* on them.

  Past perfect: I have just *bet* R100 on Whoopla.

  The other verbs that are like this are *burst, cost, cut, fit, hit, hurt, let, put, set, shut, split* and *spread*.

- Others change from the present in the same way for both past forms:

  Simple present: *Bring* me your books.

  Simple past: I *brought* them yesterday.

  Past perfect: I *have brought* them every day.

  Here are some more examples:

  catch-caught-caught, fight-fought-fought, lose-lost-lost.

- Others have different forms for all three tenses:

  Simple present: It's about to *begin*!

  Simple past: It *began* before we got here.

  Past perfect: It has already *begun*.

  Here are some more examples:

  bite-bit-bitten, blow-blew-blown, break-broke-broken.

Exercise 7

Test yourself on the *simple past* and *past participle* forms of the irregular verbs in the table below. Use a sheet of paper to hide those two columns and reveal only the base form. Use the following sentence frames:

- The base form should fit into this sentence frame:

I always … someone/something/somewhere/ø.

- The symbol ø means zero, and you would use it for intransitive verbs, which do not have an object: *come, fall, rise, sleep, stand* and *stink*.
- The simple past fits into: *Yesterday he … someone/something/ somewhere/ø.*
- The past participle fits into: He has … *someone/something/ somewhere/ø.*

List of irregular verbs

Beat	Dig	Give	Lie	Dealt
Become	Do	Go	Beat	Dug
Begin	Draw	Grow	Became	Did
Bend	Drink	Hang	Began	Drew
Bet	Drive	Have	Bent	Drank
Bite	Eat	Hear	Bet	Drove
Blow	Fall	Hide	Bit	Ate
Break	Feed	Hit	Blew	Fell
Bring	Feel	Hold	Broke	Fed
Build	Fight	Hurt	Brought	Felt
Burst	Find	Is/are	Built	Fought
Buy	Fit	Keep	Burst	Found
Catch	Fly	Know	Bought	Fit
Choose	Forbid	Lay	Caught	Flew
Come	Forget	Lead	Chose	Forbade
Cost	Forgive	Leave	Came	Forgot
Cut	Freeze	Lend	Cost	Forgave
Deal	Get	Let	Cut	Froze

Got	Drawn	Pay	Teach	Spent	Sold
Gave	Drunk	Put	Tear	Split	Sent
Went	Driven	Read	Tell	Spread	Set
Grew	Eaten	Ride	Think	Sprang	Sewn/sewed
Hung	Fallen	Ring	Throw	Stood	Shaken
Had	Fed	Rise	Understand	Stole	Shone
Heard	Felt	Run	Wake	Stuck	Shot
Hid	Fought	Say	Wear	Stung	Shown
Hit	Found	See	Win	Stank	Shrunk
Held	Fit	Seek	Write	Struck	Shut
Hurt	Flown	Sell	Lit	Swore	Sung
Was/were	Forbidden	Send	Lost	Swept	Sunk
Kept	Forgotten	Set	Made	Swam	Sat
Knew	Forgiven	Sew	Meant	Swung	Slept
Laid	Frozen	Shake	Met	Took	Spoken
Led	Gotten	Shine	Paid	Taught	Spent
Left	Given	Shoot	Put	Tore	Split
Lent	Gone	Show	Read	Told	Spread
Let	Grown	Shrink	Rode	Thought	Sprung
Lay	Hung	Shut	Rang	Threw	Stood
Beaten	Had	Sing	Rose	Understood	Stolen
Become	Heard	Sink	Ran	Woke	Stuck
Begun	Hidden	Sit	Said	Wore	Stung
Bent	Hit	Sleep	Saw	Won	Stunk
Bet	Held	Speak	Sought	Wrote	Struck
Bitten	Hurt	Spend	Sold	Lit	Sworn
Blown	Been	Split	Sent	Lost	Swept
Broken	Kept	Spread	Set	Made	Swum
Brought	Known	Spring	Sewed	Meant	Swung
Built	Laid	Stand	Shook	Met	Taken
Burst	Led	Steal	Shone	Paid	Taught
Bought	Left	Stick	Shot	Put	Torn
Caught	Lent	Sting	Showed	Read	Told
Chosen	Let	Stink	Shrank	Ridden	Thought
Come	Lain	Strike	Shut	Rung	Thrown
Cost	Light	Swear	Sang	Risen	Understood
Cut	Lose	Sweep	Sank	Run	Woken
Dealt	Make	Swim	Sat	Said	Worn
Dug	Mean	Swing	Slept	Seen	Won
Done	Meet	Take	Spoke	Sought	Written

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Answers

Exercise 1

1 Last month Lucky Ncube ***spent*** a holiday in Durban.

2 Jane, his wife, ***stayed*** at home to ***look*** after the children.

3 Lucky ***writes*** to Jane every day whenever he is away from home.

4 ***Does she answer*** all his letters?

5 We ***do not know*** because she ***never speaks*** to anyone about it.

6 If you ***introduce*** me to her, I'll ***have*** a word with her: I'm sure she ***will tell*** you all about it tomorrow.

Exercise 2

1 Doris ***wrote*** her Biology exam yesterday.

2 While she was writing Biology, her mother ***had*** a car accident.

3 She ***is lying*** in a hospital bed now, with drips keeping her alive.

4 I ***hope*** Doris is going to visit her.

5 I ***have*** no doubt she will ***visit*** her during all visiting hours.

6 Let's phone Doris at the hospital while she ***is visiting*** her mother.

Exercise 3

1 Joseph **was hijacked** by three masked men yesterday.

2 He **was driving** through his front gate when they **appeared.**

3 He **thought** they **were looking** for work, so he **went** to speak to them.

4 He **wasn't** afraid because he **had** his own pistol in his pocket.

5 He **thought** of it when the men **came** towards him without **speaking.**

6 However, while he **was reaching** for it they all **pointed** guns at his head.

Exercise 4

1 By the time you read this Prof. Mathews ***will have retired***.

2 He ***had written*** twelve study guides before you wrote matric.

3 He ***has written*** at least another three since then.

4 His first wife ***had died*** by the time he was appointed here.

5 He ***has married*** twice since then and divorced both wives.

6 He ***will have married*** for the fourth time before his retirement.

Exercise 5

We don't know when the action ***begins.*** In the first example (the one beginning 'Mr Sithole') the end of the period of action is the present, even though the action may continue.

Exercise 6

1 We ***have been driving*** for three hours already.

2 By this time yesterday we ***had been driving*** for five hours.

3 Yes, but we ***got*** up earlier yesterday.

4 Do you think we ***will reach*** Cape Town before dusk?

5 Yes, and by that time we ***will have been*** on the road for 13 hours altogether.

Exercise 7

Mark those you aren't sure of and learn them. There is no other way.

Literacy Week 10 to 14 September 2007

ENGLISH GRADE 8(9) TEXTS AND COMPREHENSION

Series Title **English for the new nation**

Reader ISBN978 1 77004 828 7

Text by Rob Marsh

Images: various

Learner's Book ISBN978 1 77004 916 1

Text: Internet article on African dance from: www.wikipedia.com

Imprint Nasou Via Afrika

You will read two texts. First, you will read will read about Africa's oldest inhabitants – the San, and their world famous but still mysterious rock art. Then, you will read an article in Wikipedia on African dance. Last, you will complete activities 1 to 8 using information from both reading texts

Reading 8

The mysterious Coldstream Stone

Today, few topics about Africa fascinate people as much as the lives of the oldest existing human inhabitants of Africa, the San people. With an amazing **tenacity**, many of them have maintained aspects of Stone Age culture into the 21st Century. The San may seem to be 'primitive', but more and more 'modern' people are realising that these people have for many centuries had valuable and important insights into the nature of life. That is why San cultural **artefacts** like rock art are being studied intensively today. Yet much still remains for outsiders to understand… again we are faced with human survival in an unfriendly environment, mysteries and legends.

In the following reading, you will learn about one such mystery: the baffling Coldstream Stone. Although it is hundreds – if not thousands – of years old, it contains paintings that are so well preserved they appear to have been made much more recently.

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Rock painting of eland found on cave wall in southern Africa

Dancing nowadays takes many forms. Most people see dancing as a way for friends to get together. Many associate dancing with clubbing. Some enjoy the intense physical experience of energetic dancing and a few participate in dancing competitions.

However, throughout history certain types of dancing have provided more serious and even spiritual experiences: for thousands of years many communities have used dancing to communicate with their forefathers, or to heal illnesses or to ask the gods for good rains, successful hunting or healthy crops. And, of course, where there is dancing, there is also some kind of rhythmic accompaniment like music.

We know this because there are still communities that practise these **rites**. We also get this knowledge from ancient cultures' records of their rituals in the form of rock paintings and **engravings**.

South Africa has a rich **heritage** from the past and an invaluable part of this legacy is the thousands of sites where it is still possible to view often exquisitely beautiful rock art. In fact, Southern Africa has been called the richest storehouse of prehistoric art in the world.

Most European rock art is found underground in caves, two famous sites being Lascaux in south-western France and Altimira in Spain. In our part of the world, most rock paintings are found under rocky overhangs, and on isolated rocky outcrops or boulders.

Rock paintings often tell a story, but there are also many images showing people dancing, fighting, hunting and involved in what appear to be religious or spiritual rituals of some kind. Some paintings may have been created to accompany initiation ceremonies. Others may have been intended to illustrate folk tales, remember important events and indicate ownership.

The great age of rock art

Almost all of Southern Africa's rock art was created by the San people (Bushmen). Many examples date back thousands and thousands of years. In his book *Rock Paintings of South Africa*, for example, Stephen Townley Bassett refers to seven painted stones that archaeologist Erich Wendt discovered in southern Nambia in the 1970s, which are about 27 000 years old.

The most recent rock paintings in southern Africa were created around 150 years ago. This suggests that painting on stones occurred before the artists began painting on rock walls. These stones were probably carried around for religious or ceremonial purposes, and some were used as burial stones, possibly for the same reason that we erect headstones. Burial stones may also have been intended to aid the deceased's transition into the next world.

Rock painting began to go into steady decline during the 17th century. This happened because both European settlers from the south and black farmers from the north began driving the Bushmen from their land. As a result the Bushmen's traditional way of life was severely affected and their numbers declined.

One of the last interviews with a San artist was conducted in 1930 in Lesotho by Mrs Marion How, a magistrate's wife. How spoke with an old Maluti man who recalled painting with some fellow artists when he was a young man.

The man described the colours that he used, including a shade of red that was made from a type of rock dug out of the ground, which was mixed with eland's blood (or ox blood if there were no eland available) and red ochre. White pigment came from the white clay that girls used to paint their bodies in their initiation rituals, mixed with sap from the milkweed plant. Black was made from charcoal ground into powder and mixed with water. The brushes were made from bird feathers inserted into thin reeds.

All paints consist of three basic components: the pigment, which gives it colour, the carrying agent which makes it flow, and the binding agent that affects how well it adheres to the surface to be painted.

Examples of 'good' pigment which Bassett listed were charcoal and manganese oxide for black; raptor faeces and white clay or kaolin for white; red ochre for red and goethite or yellow ochre for yellow.

'Good' carrying agents included saliva, gall, egg, plant sap and water, and 'good' binding agents were fat, egg, blood and plant resin.

Dating rock art

The age of rock is established by a procedure called radio-carbon dating. It is a method of establishing the age of **organic** materials such as bone, wood and plant material.

Plants take in carbon dioxide from the atmosphere. A small proportion of this carbon dioxide takes the form of the isotope Carbon-14 which then becomes part of the plant tissue. Animals and humans absorb Carbon-14 when they eat the plants.

When it dies, the plant stops taking in Carbon-14 and that already absorbed begins to 'decay' or change into another form of carbon at a known rate.

The Coldstream Stone

The Coldstream Stone is named after the place where it was found – inside a cave at the village of Coldstream, near the mouth of the Lottering River in what is now the Tsitzikama National Park.

The illustration on the stone shows three human figures, apparently walking together. All of the figures have red painted lines on their white faces. The figure in the centre is thought to be an artist because he is carrying a bag over his shoulder, probably containing painting materials. He also has a quill pen or paintbrush in his right hand and a **palette** in his left.

Coldstream, Tsitzikamma region

What makes the Coldstream Stone special is its state of preservation. It was lying in damp soil more than a metre below the surface, yet the paintings on its surface look fresh and new. Even more confusing is the fact that other painted burial stones were found alongside it, but all of these had faded to the point where they were virtually unrecognisable.

The question no one has been able to answer is how could a primitive rock painting rest undisturbed in damp ground for hundreds – perhaps thousands – of years yet remain almost like new? Is it a fake or some kind of unexplained natural phenomenon? The truth is, no one knows yet.

Our modern knowledge of the Coldstream Stone dates to 1908. In that year some **monochrome** burial stones were unearthed in the Knysna region that seemed to be connected to a group of **nomads** known as the Khoekoen or 'Strandlopers'.

The name 'Strandlopers' had been given to a group of nomads who lived on the beaches of the Cape where they just managed to survive by gathering shellfish from rocks and eating birds, seals and whales which washed up along the shore. At first no one knew who the Strandlopers were. In time, a myth built up that they were a separate race of people.

Before 1908, the only other burial stones associated with the Strandlopers had been found in 1872, so there was renewed excitement in the **archaeological** community when this find was announced.

In February 1911, L Peringuey, the director of the South African Musem in Cape Town, instructed the museum's famous taxidermist, James Drury to excavate the cave where the painted stones had been found.

James Drury's work

Soon after he arrived at the site, Drury found the remains of a skeleton. However, it was so badly decomposed in the damp soil, that he decided to begin working at another place in the cave where he hoped that any finds would be in a better preserved state. Moving to what he described as the 'back centre' of the cave, Drury unearthed a second skeleton which was also in a 'very rotten' state.

James Drury at the Coldstream excavation site

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Drury continued to dig in the same spot. He found a third skeleton, this time of a baby, and then, shortly afterwards, a fourth skeleton. This fourth skeleton was lying underneath an unpainted stone. Then, at the same depth a little further along the trench, he came across a fifth adult skeleton. This skeleton had, lying at its shoulder, a large flat stone with 'the finest painting I have so far seen anywhere…'

Drury had unearthed what was to become known as the Coldstream Stone.

The mystery of the Coldstream Stone

The stone and the skeleton that it had accompanied were displayed at the South African Musem in Cape Town for a number of years.

In the 1950s the museum changed this display and both the skeleton and the Coldstream Stone were placed in the museum's strongroom for safekeeping. After this they were almost forgotten about until 1980, when the stone was returned to the museum's **archaeology** department **artefact** collection. At that point it once more attracted a great deal of interest.

The question everyone kept asking about the stone was: how had such a fragile painting survived so well in the dampness of a coastal rock cave? Despite a number of investigations, no one has yet been able to explain the stone's superb state of preservation. In fact, because the painting of the stone is so well preserved, many people have questioned whether it is genuine.

In 1989 two scientists from the archaeology department of the South African Musuem enrolled the help of a colleague from the electron microscope unit at the University of Cape Town. They then carried out some tests on the paint on the Coldstream Stone.

Their analysis involved comparing the paint used on the stone with paint taken from similar stones of similar origin. The results of these tests strongly suggested that the paint was genuine in every way. Also, the style of painting found on the Coldstream Stone was, in the opinion of the experts, similar to that of **mural** rock paintings and other rock art in the area.

There is the possibility that the painting was 'improved' in 1911 by an anonymous research assistant in a genuine attempt to preserve it, and that the researcher, whoever he or she was, simply did not report the fact. But if this is the case, then why were the other stones found at the same site not treated in the same way? Also, a more normal way to preserve a stone of this kind would be to paint it with clear varnish.

The fact remains that there is nothing to suggest that the Coldstream Stone is anything but genuine. Perhaps the answer to this intriguing riddle was buried along with the stone itself, but until new evidence emerges, the Coldstream Stone will remain one of South African history's more puzzling mysteries.

The following article is from Wikipedia, an encyclopeadia that is available free, on the internet. Wikipedia is one of the most exciting outcomes of the computer revolution. Anyone can contribute to Wikipedia, but your contribution can immediately be corrected or improved by other internet users.

From the Wikipedia website

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http://en.wikipedia.org/wiki/Main_Page

African dance

Word list

martial arts: disciplined systems of fighting and defending oneself, like judo or karate
mellow: relaxed
tempo: beat
rites of passage: ceremonies to celebrate changes in life
gourd: calabash
possession: the bodies of people being taken over by spirits
summoning: calling someone to be present
deities: gods
appeasing: calming someone down, soothing their anger
urban: of the city
associations: communication and unity

1 There are many forms of African dances, some of which are detailed below. Warrior dances, which are similar to Japanese and Chinese martial arts, are used to train people in the techniques of wielding weapons and avoiding attacks.

2 Dances of love are performed on special occasions, such as weddings and anniversaries. Yankadi and Macru are two common dances that are performed in West Africa. Yankadi is slow and mellow, while Macru has a faster tempo with lots of movement. The men and woman who participate in the dance face each other in rows; everyone has a scarf, and the dancers put their scarves on the one whom they wish to dance with.

3 Rites of passage and coming-of-age ceremonies are performed to mark the time when young men and women formally become adults. They give confidence to the dancers who have to perform in front of everyone. This builds pride, as well as a stronger sense of community.

4 Dances of welcome are a show of respect and pleasure to visitors, as well as a show of how talented and attractive the host villagers are. Yabara is a West African dance of welcome named after the beaded, net-covered gourd rattle (yabara) which is thrown into the air to different heights by the female dancers to mark tempo and rhythm changes. This is an impressive spectacle, as all the dancers will throw and catch them at the same time.

5 Dances of possession and summoning are common, and very important in many traditional African religions. They all share one common link: a call to a spirit. These spirits can be the spirits of plants or forests, ancestors or deities. The orishas are the deities who are found in many forms of African religion, such as Candomble, Santeria, Yoruba, Voodoo, and others.

6 The orishas each have their favourite colours, days, times, foods, drinks, music, and, of course, dances. The dances will be used on special occasions to honour the orisha, or to seek help and guidance. The orisha may be angry and need appeasing. Kakilambe is a great spirit of the forest who is summoned using dance. He comes in the form of a giant statue that is carried from the forest out to the waiting village. There is much dancing and singing. Then the priest asks Kakilambe if the village will have good luck over the coming years, and if there are any major events to be aware of, such as drought, war, or other things.

7 Moribayasa is a dance used by women who have bad luck. It is also the name of a particular tree that grows near the village in Guinea where this dance originated. The woman prepares by putting on ragged and dirty clothes, then goes with a group of drummers to the tree. The group plays, and she sings and dances all around the village before returning to the tree. There she digs a hole and removes her ragged clothing, which she buries at the foot of the tree with a prayer for help.

8 In South Africa, the gumboot dance developed from traditional African roots to become a part of urban South African working-class culture. The practice began with rural labourers who came to work at the gold mines of the Witwatersrand [now called Gauteng]. They brought with them strong traditions of rhythm, song, and dance. Facing oppression and hardship at the mines, including punishment if they talked to each other while working, they were forced to adapt and create new forms of communication and entertainment. The fact that many ethnic groups and languages existed side by side also contributed to developing their associations through the shared language of rhythm and music.

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The gumboxers of Carrabarration and the dancers of *Tap Talk Rhythm Company* come together in a unique and exciting spectacle. These two rhythm-based dance forms are showcased at the National Arts Festival in Grahamstown, South Africa on Tuesday July 5, 2005.

Questions

a) The article deals only with dances in West Africa and South Africa. Name a part of Africa that is **not** represented in this article.

b) Write down some words or phrases that we use in South Africa for 'coming-of-age ceremonies' (paragraph 3). The words or phrases can be in any language.

c) In your own words explain what is meant by 'an impressive spectacle' (paragraph 4)?

d) In your own words, explain what an 'orisha' is (paragraph 6).

e) Do you think that women who do the Moribayasa dance might really change their bad luck? Give reasons for your answer.

f) In your own words, explain the part played by dance in uniting mine-workers on the Witwatersrand.

g) The words in this article that are underlined were underlined and printed in blue on the website. Why do you think this was done?

h) Go through the article and find at least five relative clauses. Remember that relative clauses begin with *who, whom, which, that* or *where*.

Activity 9: Reading a review

The following article is a review that appeared in a New York newspaper. It describes a South African show that was a big hit in the United States. First read the press materials that were used to advertise the show. Then read the review and discuss it in your group. There are some questions at the end to guide your discussion.

Activities

1. The Wikipedia article deals only with dances in West Africa and South Africa. Name a region of Africa that is not represented in the article.

2. Write some naming words and tittles (in a language of your choice), that we use in South Africa for 'coming of age' ceremonies (paragraph 3)

Name of coming of age ceremony	**Language**

3. In your own words explain:
   a. what is meant by **'an impressive spectacle'** (paragraph 4)
   b. what is an **'orisha'** (paragraph 6)
   c. how dance united the mine-workers in the Witwatersrand

4. Why are some of the words in the Wikipeadia article underlined and printed in blue on the website?

5. Do you think the women who do the **Moribayasa** dance might really change their bad luck? Give reasons for your answer.

6. Which information in the Wikipedia article applies to the dances described in the reading on the Coldstream Stone?

7. How should the Wikipedia article be rewritten to include information in the 'mysterious Coldstream Stone? Using a coloured pen, underline or mark the parts of the Wikipeadia text that you would rewrite.

8. What is the best way of improving the Wikipedia entry? Write an outline of the information or points that you would include in your entry to the Wikipedia article.

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MATHEMATICAL LITERACY GRADE 11 LESSON NOTES

Ratio

Dividing an amount in a given ratio

INTRODUCTION

In this lesson we look at sharing an amount in a given ratio. An example of a situation where this type of calculation would need to be done is the following:

A hairdresser needs to make up a 60ml mixture of tint and hydrogen peroxide. The ratio of tint : peroxide is 1 : 2. The hairdresser will need to determine how many millilitres of tint and how many millilitres of peroxide to mix in order to make up the 60ml mixture.

METHODS AND WORKED EXAMPLES

The important step in solving these problems is to establish how many equal parts the mixture will consist of. In the tint-peroxide problem, the mixture will consist of 3 equal parts.

mixture = 1 part tint + 2 parts peroxide = 3 parts.

It now follows that each equal part is 60 ÷ 3 = 20ml and:

Tint needed = 1 × 20ml = 20ml

Peroxide needed = 2 × 20ml = 40ml

Check: 20ml + 40ml = 60ml – the correct total.

20 : 40 = 1 : 2 – the correct ratio.

Consider the following example:

Eric invests R2 000 in a business and Aarnout invests R1 500. They agree to share their profits in the same ratio as their investments. How much must each person get if they make a profit of R1 575?

Solution:

The investment ratio is: Eric : Aarnout = 2 000 : 1 500

= 4 : 3 (simplified)

If the profit is divided in this ratio, then Eric will get 4 equal parts of the profit and Aarnout 3 equal parts. Therefore, the profit needs to be divided into 7 equal parts (4 + 3 = 7).

1 575 ÷ 7 = 225, therefore, each equal part is equal to R225.

Eric gets 4 × R225 = R900

Aarnout gets 3 × R225 = R675

Check: R900 + R675 = R1 575 – the correct total

900 : 675 = 4 : 3 – the correct ratio.

Activities

1. Soso has 4 children and Zoleka has 5 children. They divide a box of apples in the same ratio as the number of children that they have. If there are 108 apples in the box, how many apples does each of the mothers take home?
2. The ratio of boys to girls at Winfield Primary School is 3 : 2. How many boys attend the school if there are 550 learners at the school?
3. Jason and Lee worked at the soccer stadium and were given R150 to share at the end of the day. Jason had worked for 6 hours and Lee had worked for 3 hours. How much did each boy earn if they shared the money in the same ratio as the number of hours that they worked?
4. Xoliswa wants to make up $1\frac{1}{2}$ litres of orange juice. The instructions on the bottle of concentrate are:

   mix concentrate : water in the ratio 1:3.

   Calculate the volume of concentrate and water needed.
5. Ismail (12yrs old), Darshan (7yrs old) and Zahrah (5yrs old) received R1 200 from their grandmother. They are told to share it in the ratio of their ages. Calculate how much each child receives.

6. Concrete for the foundations of a house are mixed in the following ratio by volume:

   gravel : sand : cement = 4 : 2 : 1.

   A builder needs to mix 6kl of concrete. Calculate the quantities of each substance that he needs.
7. Samson invests R5 000 in a business and Edward invests R1 500.

   They agree to share their profits in the same ratio as their investments.

   How much must each person get if they make a profit of R3 250?

Answers and assessment

1 Soso: 48 apples
Zileka: 60 apples

2 330 boys.

3 Jason: R100
Lee: R50

4 Concentrate: 375ml
Water: 1 125ml

5 Ismail: R600
Darshan: R350
Zahrah: R250

6 Gravel = 3,429 kl
Sand = 1,714kl
Cement = 0,857kl

7 Samson: R2 500
Edward: R750

HELPFUL TIPS

The key to all these types of problems is to establish how many equal parts the whole or mixture has been divided into. This is achieved by adding the elements of the ratio together, and then dividing this total into the whole.

Literacy Week 10 to 14 September 2007

Get switched on with motivation

It's not easy to be optimistic all the time, but setting goals and working towards achieving them is more likely to get you places than having no plan at all.

What is motivation and why is it important?

If you are motivated, you are filled with energy and ambition. You have goals and plans and you actively work towards achieving success. Compare this with being without motivation: you feel depressed and like you are stuck in a rut. You may not be happy with your life, but you don't really know how to change it, or you find it easier to moan about the problems rather than risk doing something to change your situation.

Motivated people:

- Regularly try to do things that they have never done before;
- Are ambitious and prepared to work hard to achieve success;
- Have goals and work towards achieving them;
- Don't blame others – they accept responsibility and try to change their own circumstances; and
- Are prepared to risk failure to achieve success.

Here are some things you can try to stay motivated:

- Find a visible way of tracking your performance

For example, if you want to achieve better marks in your studies, create a graph that shows your goal for achievement for each subject. Make sure your goal is ambitious, but also realistic – you don't want to disappoint yourself unnecessarily. Fill in your actual marks for each subject on this graph every term. You will then be able to see your progress towards reaching your target through the year.

- Set yourself goals

Goals should be realistic and they should have a clearly defined timeframe. So, instead of saying, "I want to be a star soccer player in 2010", say "This year I am going to play soccer at school and at least make the second team." It also helps to tell your friends and family what your goals are, so you will be encouraged to follow through.

- Set yourself progress markers

Keep records that you can refer to to prove to yourself that you are getting better. This helps to stop yourself feeling as if you aren't making any progress towards your goals. For example, if you don't think your English is improving, look at writing you did last year and work out where you have improved.

- Think of the future

While you are at school, you may only think about passing each grade. However, you should try to think beyond school to your life out in the world. Do you need good results to study for your chosen career or to get a bursary? If you can see how working hard today will help you achieve your future goals, it is easier for you to stay focused.

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ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 11 LESSON NOTES

LITERARY TEXTS

OVERVIEW

You apply your reading skills to all kinds of texts. This lesson gives you practice in applying various reading skills to literary texts in particular.

LESSON

You must understand various jargon terms that are used when discussing a literary text.

"Jargon" refers to technical terms.

PLOT

The term "plot" means more than what happens in a story (the story-line). Plot includes the reasons for what happens. If you say 'this and then this and then this', you are dealing with the story; if you say 'this and therefore this and therefore this', you are outlining the plot.

Plot or structure refers to the way actions are developed in a play or story; the sequence of actions or events forms the basic structure of the work. These are presented in a particular way in order to achieve a particular emotional, dramatic or artistic effect.

Can you be asked to summarise the whole plot of a story? No, this is very unlikely. However, you need to know the story in order to write about the text.

The people in a story are called the **characters**. How do we decide what a character is like?

DISCOVERING CHARACTER

We learn about the personalities of people through what they say (the **dialogue**) and do (the **action**), and also from what they say about themselves and what other people say about them.

Sometimes, an author will simply show a person's behaviour and leave the reader to interpret and come to his or her own conclusions; at other times, the author will tell the reader how to evaluate or judge a character.

Do not confuse character which is more permanent with feelings that last only a short time. If a mother is worried about her child, she is feeling concerned and frightened. This is not her character. Her worries for her child show us that she is a loving and caring mother. THAT is her character.

You have already thought about tone. TONE refers to the attitude of the speaker as this is expressed in words. Tone refers to the WAY something might be said; it refers to the feeling you can hear in someone's voice when that person says something.

THE ROLE OF THE NARRATOR

The **Narrator** is the person within a story that tells the story to the reader.

The most common **narrators** are:

- 1st person narrator
- 3rd person, omniscient narrator

A **third-person omniscient narrator** gives a wide view of the world of the story, looking into many characters and into the broader background of a story.

A third-person omniscient narrator can tell the feelings of every character.

Note: Omniscient – all-knowing; knowing or seeming to know everything

For stories in which the context and the views of many characters are important, a third-person narrator is a better choice.

Read the following and discuss the use of the narrator:

- What attitude does the narrator adopt in the extract below?
- Discuss the passage, focusing on attitude.
- Examine direct and implied meaning.

Meredith Leonard, a middle-aged woman, has always had a remarkable aptitude for anything mathematical. She loved solving problems, puzzles and riddles, and would often present the local newspaper with a few riddles of her own. She was a short woman, podgy, with large cheeks and a peachy complexion. Her short brown hair was naturally curly, but she kept it as a shapeless mop, which sat upon her head.

Notice: the author uses a 3rd person, omniscient narrator.

The author, at first, appears very admiring of the character. He says she "has always had a remarkable aptitude for anything mathematical." The words, "remarkable" and "aptitude", suggest that the author respects her skills and thinks she is special. The following sentence appears to reinforce this favourable impression: "She loved solving problems, puzzles and riddles, and would often present the local newspaper with a few riddles of her own." However, in the next sentence, " She was a short woman, podgy, with large cheeks and a peachy complexion.", the word "podgy" is not complimentary at all. "Podgy" suggests short and carrying more bodyweight than is desirable or advisable. The author is scornful of her and rather nasty! The last sentence, too, contains a rather cruel description: "Her short brown hair was naturally curly, but she kept it as a shapeless mop, which sat upon her head." The use of as "a shapeless mop" is uncomplimentary.

Thus, the author seems unsure of what attitude to adopt towards his character: admiring or contemptuous.

Activities

ACTIVITY 1

In Shakespeare's *Hamlet*, a young girl, Ophelia, has fallen in love with Hamlet, the young Prince of Denmark, but her father forbids her to see him again. She replies, "I shall obey, my lord".

Answer the following **QUESTIONS**

1. Suggest in what tone she might say these words.
2. What would her tone tell us about:
   - 2.1 her relationship with her father? Explain.
   - 2.2 her character? Explain carefully.

Answers

ACTIVITY 1

1. Any reasonable answer.
2. What tone you have chosen in your answer for 1 will shape your answer here. If you suggested that Ophelia uses a submissive tone, then your answer here would outline an obedient child, unwilling to question or flout her father.

   Make sure that your answer remains consistent and logical.

Helpful Tips

You will need plenty of practice in coming to grips with plot and character. When dealing with character, make sure you are able to distinguish between direct and implied meaning.

TONE is of particular importance here and you might find it useful to revise tone.

Tone is the quality in a person's voice so that you know what they are thinking and feeling.

FIGURATIVE LANGUAGE

Simile and Metaphor

OVERVIEW

It is important to be able to distinguish between **LITERAL AND FIGURATIVE LANGUAGE.**

WHAT IS LITERAL LANGUAGE?

If you use a word or expression in its **literal** sense, you use it with its ordinary, everyday meaning or with its main meaning. If a person uses literal language it is

1. True to fact; and
2. Used in a completely usual way, with its primary or basic meaning.

Examples:

I am walking along the road. (This is true to fact. I am actually doing this.)

The man wrote a letter to the company. (This is true to fact. He actually wrote the letter.)

The street sweeper will be given big, heavy gloves. (This is true to fact. She will be given the gloves, and they will be big and heavy.)

Language is either literal or figurative (metaphorical).

WHAT IS FIGURATIVE OR METAPHORICAL LANGUAGE?

Figurative language suggests more than the words themselves to achieve a special meaning or effect. A word or phrase is used other than in its literal or plain and ordinary meaning. Figurative language produces a special effect.

Examples:

a. Lightning flashed across the sky. (literal)

b. The fan ran towards the kwaito performers like a flash of lightning. (metaphorical)

a. I am walking on the ground. (literal)

b. I am walking on air now that I have heard that I passed the exam. (metaphorical)

a. All the bees returned to the hive in the evening. (literal)

b. The classroom was hive of activity. (metaphorical)

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ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 11 LESSON NOTES

In each sentence a. above, we are using the word or phrase in a literal sense. There is actual lightning in the sky; I am actually walking on the ground; there are real bees flying home. In each sentence b. above, we are using the words and phrases figuratively or metaphorically. The fan is running quickly, but not as quickly as lightning. I cannot walk on air; I mean that I am very happy. There are no bees in the classroom; the children are very busy. In each of the second sentences, we are using a **figure of speech**.

Generally, **figures of speech** include all the various kinds of figurative uses.

Figurative language, metaphorical language, figures of speech: these are interchangeable terms that refer to highly coloured, vigorous language that is used to add emphasis to the written or spoken word. To arouse interest, speakers and writers use many devices, such as comparison, contrast, exaggeration, veiled remarks, remarks that mean the opposite of the actual words, remarks intended to hurt, and many others. Each has its own name. Those who study literature usually adopt the name given by the Greeks.

In our articles on figures of speech, we shall discuss the more common figures of speech or literary devices that you will encounter in newspapers, magazines and books, on radio and television, and, of course, in the literature and language of your senior English studies.

You are expected to know the meanings of these terms, to know how to spell them correctly, and to be able to identify them when they occur. Then, most difficult of all, you must be able to analyse and discuss figures of speech.

WHAT ARE FIGURES OF SPEECH?

Figures of speech are expressions that employ language in a non-literal, unusual, or imaginative way to create a particular effect.

Common figures of speech are:

1. The simile
2. The metaphor
3. Personification
4. Alliteration
5. Antithesis

LESSON

We shall focus in this lesson on simile and metaphor.

A **SIMILE** is a direct comparison between two generally unlike things or actions, which have a common quality. A simile is usually introduced by the words "like", "as" or "than". Other comparative words that you may find: as ... as; as if ...; so; as ... so. The simile is used for vividness of expression.

Example: He is taller than a mountain.

A **METAPHOR** is a figure of speech where one thing is described as if it were something else.

In a metaphor, you apply a quality or action to something to which it is not literally applicable.

Examples:

a. The President's speech *electrified* his audience.

b. Did not our hearts *burn* within us?

c. Superman is a *man of steel*.

d. The road was *a river* of running water.

e. The ships *ploughed* through the waves.

PERSONIFICATION is a figure of speech where the writer talks about something that is not alive (plants, animals or objects) as if it were a person. We say this thing or animal is *personified*.

Examples:

a. The trees *whispered*.

b. The *grey-eyed Morn smiles* on the *frowning Night*.

(Shakespeare: *Romeo and Juliet*)

In this line, morning is personified as a person with grey eyes. This evokes the early morning light, which is grey rather than yellow or gold. Night is described as a person who is frowning. When a person frowns, he or she looks angry or annoyed. Night is personified as disapproving while morning is seen as smiling.

When they are well used, figures of speech give strength, vividness and distinction to a piece of writing. Do not use figures of speech that are over-worked and have lost their power – for example, "I am as cold as ice"; "He was fatter than a pig". These are clichéd and over-used. Do not use too many figures of speech or your writing will become over-decorated and artificial.

Example:

He clasps the crag with crooked hands;

Close to the sun in lonely lands,

Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,

And like a thunderbolt he falls.

(Alfred, Lord Tennyson: "The Eagle")

The underlined phrases are examples of figurative usage: the eagle does not literally have "hands", but the personification powerfully reinforces the image of the eagle as a potentate. Similarly, the mountain's steep crags can be considered "walls", and the simile, "like a thunderbolt", conveys the speed, suddenness, and the potentially destructive results of the eagle's descent.

To sum up:

Literal language is used to make a direct, straightforward statement.

Figurative language is used when meaning is suggested to the imagination, perhaps through a picture or a comparison. Figurative language varies from ordinary speech, which serves to make language, spoken or written, more vivid or forceful.

ACTIVITY

What are our steps when dealing with a figure of speech?

STEPS TO HELP YOU TACKLE A FIGURE OF SPEECH:

1. Find the use of a figure of speech.
2. Identify which figure of speech it is.
3. Explain the figure of speech.
4. Analyse the figure of speech.

Let's do those steps using the following example:

My grandmother sat there under a small lemon tree next to the hut, as big as fate, as forbidding as a mountain, stern as a mimosa tree.

Ez'kia Mphahlele: *Down Second Avenue*

Answers and assessment

STEP 1

Find the use of a figure of speech

Note that the conjunction "as" alerts the reader to the use of a comparison. The similes are:

as big as fate

as forbidding as a mountain

stern as a mimosa tree

STEP 2

Identify which figure of speech it is.

They are all similes.

STEP 3

Explain the figure of speech.

The grandmother's size is described as being as big as fate. "Fate" is a power that some people believe controls everything that happens. She is as "forbidding" (having a severe and unfriendly appearance) as a mountain, and she is as "stern" (rigorous and unsparing in the treatment of others) as a mimosa tree. A mimosa tree is a small acacia tree with yellow flowers that grows in hot countries.

STEP 4

Analyse the figure of speech.

These comparisons indicate that the grandmother was large, both physically and in her personal impact, uninviting in the way a mountain can be, and severe and harsh. To say that she was "as big as fate" suggests that her impact on others was enormous. Her physical presence was as overwhelming as fate would be, if you could confront it. A mountain is hard and fixed, and so the description of the grandmother suggests that she, too, is fierce and immovable, and her manner is severe and unfriendly. Finally, describing her as a mimosa tree suggests that she is harsh towards others.

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ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 11 LESSON NOTES

When you read a simile, always ask yourself: what thoughts does the picture bring to my mind?

Look at the following method of analysing a simile.

Start with a sentence – for example, "The mud was like toffee."

What is being compared to what? Mud to toffee.

So, call the two points X and Y, like this: The mud (X) was like toffee (Y).

X	Y
The mud	**toffee**

Then take the Y: toffee. What does toffee suggest? Write all the ideas down under "toffee", and then relate all these ideas to the X.

X	Y
mud	**toffee**
dark brown	dark brown
caramel coloured	caramel coloured
sticky	sticky
thick	thick

If you are talking about children playing in mud, then there a few other things you could add:

Y

toffee

dark brown

caramel coloured

sticky

thick

fun

enjoyable

gives pleasure

brings joy and happiness

All these things are true of mud under certain circumstances.

Now you ask yourself: How good is the comparison? How ***effective*** is it?

It's not bad. The more ideas the comparison generates, the better the simile. This one created quite a lot of ideas: mud is dark brown or caramel coloured, sticky and thick. Children get a lot of fun and pleasure from playing in mud. But, don't forget: toffee is other things also that mud isn't! (Good to eat, for one thing).

Hyperbole and symbol

We shall focus in this lesson on hyperbole and symbol.

HYPERBOLE

HYPERBOLE is the deliberate use of exaggeration or overstatement.

Hyperbole is used to emphasize the significance or extent of something:

To make something seem greater or better than it is

To emphasize the truth of a statement

To satirize a supposedly important figure, event, emotion or object

To **exaggerate** is to regard something or to represent something as larger, greater, more successful, more important, etc than it actually is. It may be used due to strong feelings or to create a strong impression and is not meant to be taken literally. With hyperbole, an author makes a point by overstating it. Hyperboles are common in everyday language and in poetry.

The word comes from the Greek (literally 'overshooting' or 'excess'). The correct pronunciation is /ha p b li/ ("hy-PER-buh-lee").

EXAMPLES

- I'd give my right arm for a piece of pizza.
- I nearly died laughing.
- I was hopping mad.
- You could have knocked me over with a feather.
- I tried a thousand times.
- I'm so hungry I could eat a horse.
- He's as big as a house.
- This book weighs a ton.
- I could sleep for a year.
- She has a brain the size of a pinhead.
- I nearly died.
- She is so dumb her IQ is probably -2!
- I will die if no-one asks me to dance.
- He is as big as an elephant!
- I told you a billion times not to exaggerate.
- I've heard that a billion and one times.
- I spent ages doing my work.
- I'd give my whole fortune for a bowl of soup.

In "A Red, Red Rose", Robert Burns uses hyperbole to glorify his beloved and to convey the intensity of his passionate love:

O, my luve is like a red, red rose

That's newly sprung in June:

O, my luve is like a melodie

That's sweetly played in tune.

Andrew Marvell employs hyperbole throughout "To His Coy Mistress":

An hundred years should go to praise
Thine eyes and on thy forehead gaze;
Two hundred to adore each breast;
But thirty thousand to the rest...

Here is another comment you might enjoy:

The speaking in a perpetual hyperbole is comely in nothing but love.

Francis Bacon (1561-1626)

Hyperbolic statements are not literally true, but people make them to sound impressive or to emphasize something, such as a feeling, effort or reaction.

Hyperbole is often used in descriptions. It emphasizes some qualities of a person or thing by exaggerating them, as in this selection:

The skin on her face was as thin and drawn as tight as the skin of onion and her eyes were gray and sharp like the points of two picks.

Flannery O'Connor, "Parker's Back"

Hyperbole can also be used to describe a person's emotions. In the following selection, a boy is pulling a man up from a deep hole. See how hyperbole is used to describe the boy's thoughts as he struggles.

It was not a mere man he was holding, but a giant; or a block of granite. The pull was unendurable. The pain unendurable.

James Ramsey Ullman, "A Boy and a Man"

This poem uses hyperbole in a description of a young boy.

Why does a boy who's fast as a jet

Take all day—and sometimes two—

To get to school?

John Ciardi, "Speed Adjustments"

Hyperbole is frequently used in humorous writing because hyperbole can make a point in a light-hearted way. Hyperbole is the main technique of the *dis* learners are so fond of in the classroom or the playground. If you look on the Internet, you will find examples like this:

- **My sister uses so much make-up,...**

"...she broke a chisel trying to get it off last night!"
Johnny, from Prescott Middle School, Baton Rouge, Louisiana, USA

- "...she bought out Mary Kay just to have enough make-up for one day!"
  Andrea, from somewhere in South Dakota
- "...Marilyn Manson freaked out when he saw her!"
  Nizam, from Bukit Panjang Gov't HS, Singapore
- "...when she takes it off, my mom doesn't recognize her."
  Ashley, from Knoxville, Tennessee
- "...she has to use a sandblaster to get it off at night." Margaret
- "...that I haven't seen her real face for years ..." Nivedita
- "...when she smiles her cheeks fall off." Ed
- "...she leaves a colour trail behind her when she walks!" Grant K.

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ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 11 QUESTION PAPER

SECTION A: COMPREHENSION

QUESTION 1

Read the following passage and answer the questions. In the case of multiple-choice questions, write down only the question number and the letter corresponding with the answer.

1. Now 54, Sabina Khoza started her working life as a salesperson. Then the company she was working for shut down and sold their delivery vans to staff members.
2. 'I managed to buy eight of the kombis,' says Sabina. That was the start of her taxi fleet – which eventually grew to 17 vehicles. But crime forced her to abandon her budding taxi business. In fact, sick of the hijackings and violence, Sabina decided she needed a break from township life altogether.
3. And she didn't have to go far! A farm was for sale in Zuurbekom, on the outskirts of Soweto. 'It was strange,' she recalls. 'I'd just moved from Mofolo in Soweto and started off-loading my furniture when a group of people came to help.
4. 'Once the work had been done, they disappeared without as much as asking for a cent. This surprised me. Township people do not do any work without being paid. 'On the fourth day I saw these people again. I asked where they were staying. It turned out they were living on my farm. When they realised I was the new owner, they begged me not to evict them.'
5. Sabina was sympathetic to their predicament, and realised she'd have to find a way to make the best of the situation. The opportunity came when her tenants approached her about breeding chickens.
6. 'I had never come close to a live chicken in my life,' laughs Sabina. 'As a matter of fact, I was rather afraid of chickens.'
7. Still, she bought 10 chickens and a feeder – and waited for the eggs to come. And waited. And waited.
8. 'Then one day a visitor told us we were actually rearing cocks without hens,' laughs Sabina. This setback didn't discourage her, though. Soon she had her hens and had also received training in how to raise chickens. 'I remembered that when I stayed in Soweto, I could only get chickens in Kliptown,' she says. 'So I went and spoke to people in the area. Then one of my tenants went there to sell the birds. We'd spent R11,20 on each chicken and sold them at R20 each. In less than a week, we'd sold our birds.'
9. 'Since then, we've been getting chicks regularly from a supplier and we're currently producing 150 000 birds a year. We also supply supermarkets with vegetables.'
10. Khoza's successful farming venture incorporates the latest technology and farming methods, and additional community projects include vegetable and maize production, as well as a guest house, which accommodates trainee farmers.
11. 'I train members of the community and offer them opportunities as partners, not just as employees,' says Sabina, who has won numerous awards, including the Department of Agriculture's Female Farmer of the Year in 2003 and the 2004 Shoprite Checkers Woman of the Year Award.
12. 'During the festive season, when people go on holiday, I stay at home and make money from all the Christmas bonuses people have been paid. And when all the holidaymakers have returned home, I take leave and book myself into a luxurious hotel, glad to have missed the peak season,' laughs Sabina.

[Adapted from *Bona Magazine*]

QUESTIONS

1.1 Why did Sabina not continue working as a salesperson? (2)

1.2 Quote a phrase of not more than six words which tells you why Sabina had left the township. (1)

1.3 Refer to paragraph 2.

Three of the following are likely kinds of 'crime' in this context. Which ONE is the exception?

A Hijacking
B Passengers robbed at gunpoint
C Cash in transit heists
D Intimidation from rival fleet owners (2)

1.4 The word 'budding' (paragraph 2) implies that her taxi business at this time ...

A was in the early stages of development.
B seemed headed for success.
C seemed headed for collapse.
D Both A and B (2)

1.5 When Sabina said, 'It was strange' (paragraph 3), she meant that it was strange that ... she didn't have to go far.

A the place was called Zuurbekom (instead of, say, Soetbekom).
B you could buy a farm so close to Soweto.
C the people who helped her didn't ask for any money. (2)

1.6 What difference did Sabina observe between township people and the people on the farm? Quote a suitable sentence from paragraph 4 to support your answer. (3)

1.7 The 'predicament' referred to in paragraph 5, is most probably that the tenants ...

A were prepared to help off-load furniture without expecting to be paid for it.
B had been unaware that Sabina was the new owner.
C had nowhere to go if Sabina evicted them.
D were all unemployed. (2)

1.8 Explain in your own words why Sabina's first attempt at breeding chickens was unsuccessful. (3)

1.9 Explain the meaning of the following expression as used in line 6 of the passage: '... abandon her budding taxi business' (2)

1.10 Suggest TWO reasons that Shoprite Checkers probably had for naming Sabina their 2004 Woman of the Year. (1½ + 1½) (3)

1.11 What aspects of Sabina's story are surprising, considering that she is a woman? (2)

1.12 Describe any TWO incidents from this passage which show you that Sabina does not give up easily. (4)

1.13 In NOT more than 7 words, provide a title for this article which draws attention to Sabina's achievements. (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 2

Imagine that you are preparing an essay on 'Dieting and Eating Disorders'. Read the article below and extract SEVEN important points to include in your essay.

INSTRUCTIONS:

1. Write your points in full sentences using NOT more than 70 words.
2. Number your sentences from 1 to 7 and write only ONE fact per line.
3. Write in correct sentences and use your own words as far as possible.
4. Indicate the number of words you have used in brackets at the end of your summary.

Note that you will be penalised if you ignore these instructions.

There is a constant deadly battle between what teenagers want to look like and what they will do to get there. Teenagers fear that the weight that they've gained during puberty and teenage years is permanent.

They panic and desperately try to lose it. Once they start losing weight, people might compliment them, which makes them feel good. They may start to believe that losing weight will make them happier, but no matter how much weight is lost, it is never enough, and they are never happy.

Teenagers spend a lot of time worrying about what others think and they desperately try to conform to society's unattainable 'ideal' body image. They are lead to believe that if they are thin, they will be accepted. Many of them are constantly exposed to images of thin models appearing on television and in magazines. This only reinforces their belief that in order to be happy, successful and accepted, they must be thin. These factors lead to many teenagers going overboard with dieting, which can then result in eating disorders.

Dieting is about losing weight gradually in a healthy way. Eating disorders are about trying to make your whole life better through eating or not eating food. Sufferers seek approval and acceptance from others and believe life won't be good until a bit (or a lot) of weight is lost, without any concern for the damage done to their bodies.

Anorexia nervosa and bulimia nervosa are two common eating disorders. Anorexia is when someone experiences a significant weight loss resulting from excessive dieting. Anorexics consider themselves to be fat, no matter what their actual weight is. Often they don't realise that they are underweight. They avoid food and taking in calories at all costs, which can result in death. Bulimia is characterised by a cycle of over-eating and vomiting. A sure sign is regular bathroom visits after eating so as to induce vomiting.

[Adapted from: *Teen Zone*]

TOTAL SECTION B: 10

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ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 11 QUESTION PAPER

SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: VISUAL LITERACY

3.1 ANALYSING AN ADVERTISEMENT

Study the advertisement below and answer the questions.

3.1.1 State TWO ways in which the advertiser attempts to attract the readers' attention. (2)

3.1.2 Explain why the advertiser has used the word 'overnight' in the headline. (2)

3.1.3 Do the dots below the word 'overnight' serve any purpose? Give a reason for your answer. (2)

3.1.4 Do you consider the name of the product, *Clean & Clear*, appropriate? Give a reason for your answer. (2)

[15]

QUESTION 4: LANGUAGE AND EDITING SKILLS

The article which follows, contains a number of deliberate errors in grammar and punctuation, as well as words within brackets which indicate the writer's uncertainty about which word to use. Read it carefully and answer the following questions:

DOME - THE DK PATRIOT

1. Inspired by *TKZEE*, Dome (has started/started) his music career in Grade Ten as the production half of kwaito group, *Rossmoda*. The crew soon dissolved and he formed a new one known as *Scrybe*. He continued doing music as a hobby until he, at The National School Of The Arts, met up with former *Skwatta Kamp* member, Master Sip, widely known as Ngwenya, as well as a huge community of hip hop artists. '(Here's/Heres) were I cut my teeth,' Dome says, 'because the level of competition was so high.'
2. Dome started making tracks at the old *Skwatta Kamp* studio in Leondale. He simply (couldn't/can't) aford the rates and got hold of a sampler that had belonged to Jo'burg beat legend, Iko. Connecting Iko's sampler to his father's hi-fi, Dome was able to produce at the alarming rate of a hundred and fifty beats a week.
3. Dome says, 'I got into the circle of current hot properties from Soweto and I was able to assemble a host of artists for my first production series, Domestic Violins'.
4. 'I sold the album out of my backpack and with the money I made, I bought my studio,' says Dome.
5. Dome continues to single-handedly direct the musical score of the South Western Townships. To a number of artists, his music has proved to be the key to massive airplay. To us, the DK patriot (holds/hold) the key to the future of Soweto hip hop.

[Adapted from: *Hype Magazine*]

4.1 Choose the correct word from those in brackets.

4.1.1 'Inspired by *TKZEE*, Dome (has started/started) his music career in Grade Ten as the production half of kwaito group, *Rossmoda*.' (Lines 1–2) (1)

4.1.2 '(Here's/Heres) were I cut my teeth,' Dome says. (Lines 6–7) (1)

4.1.3 To us, the DK patriot (holds/hold) the key to the future of Soweto hip hop.' (Lines 20 - 21) (1)

4.2 Explain why *TKZEE*, *Rossmoda*, *Scribe* and *Skwatta Kamp* are written in italics. (2)

4.3 The word 'were' (line 6 in paragraph 1) has been used incorrectly. Replace it with the correct word. (1)

4.4 Give the correct spelling of the word 'aford' in paragraph 2 (line 9). (1)

4.5 Provide the correct form of the word within brackets in the following sentence: (1)

4.6 Dome is a (success) artist in South Africa.

Provide a synonym (word similar in meaning) from the passage for the word 'began'. (1)

4.7 Choose the correct word from within brackets.

My dad thinks rap music is the (worse/worst) kind of music he has ever heard. (1)

4.8 Complete the following sentences by choosing the correct preposition from the list given below. Write only the question number (4.8.1 – 4.8.2) and the answer.

by; of; with; for

4.8.1 Dome was influenced ... Skwatta Kamp. (1)

4.8.2 I am a gread admirer ... Dome. (1)

4.9 Identify the parts of speech of the underlined words in the following sentence:

Dome said, '<u>I</u> <u>sold</u> the album out of my backpack.' (1)

4.10 Change the following statement to a question to which the underlined part would be the answer:

Dome said that he was going to perform <u>in Durban</u>. (1)

4.11 Give the antonyms (words opposite in meaning) of the underlined words in the following sentence:

Dome has <u>sold</u> <u>many</u> albums in this country. (1)

4.12 Give the opposite gender of the underlined word in the following sentence:

He met the <u>manager</u> of the studio. (1)

4.13 Write down the plural form of the underlined word in the following sentence:

Dome met a huge <u>community</u> of hip-hop artists. (1)

4.14 Replace the underlined phrase with a single word:

The award for the best hip-hop artist is presented <u>once a year</u>. (1)

4.15 Fill in the missing word in the following sentence:

I love Dome's music. He is my ... artist. (1)

4.16 Rewrite the following sentence in reported speech:

Dome said: 'I sold the album out of my backpack.' (1)

TOTAL SECTION C: 20

ANSWERS

SECTION A: COMPREHENSION

QUESTION 1

1.1 The company she worked for closed down. (2)

1.2 'sick of the hijackings and violence' (1)

OR

'crime forced her' (1)

1.3 C (2)

1.4 D (2)

1.5 D (2)

1.6 She found that people in the township were money-driven. They wanted payment for any work that they did, whilst people on the farm did not expect money for any favours.

'Township people do not do any work without being paid'

OR

'Once the work had been done, they disappeared without so much as asking for a cent' (3)

1.7 C (2)

1.8 She did not have the necessary experience. The chicks she had bought all turned out to be cocks/she didn't realise that they were all cocks. (3)

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1.9 She had to give up her taxi business.

1.10 Accept any TWO of the following:

the scale of her success; the range of successful activities; the number of people benefiting; her emphasis on community upliftment and not personal profit only (3)

It's mostly males who play leading roles in the taxi industry and in farming. (2)

She built her taxi fleet from 8 to 17 despite the crime problem. She was not discouraged by her early blunder with the chickens and now produces 150 000 birds a year. (4)

1.13 Open-ended. Accept any suitable response.

For example: Woman power (2)

SECTION B: SUMMARY WRITING

QUESTION 2

Important Points

1. Many teenagers are obsessed with weight loss.
2. No amount of weight loss brings teenagers the happiness they seek.
3. Media images of thin models cause teenagers to diet excessively.
4. Whilst dieting is gradual, healthy weight loss, eating disorders stem from poor self-esteem.
5. Teenagers are only concerned about weight loss and not the damage excessive dieting can cause.
6. Anorexics avoid food, believing they are too fat.
7. Bulimics overeat and then vomit.

SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: VISUAL LITERACY

3.1 ANALYSING AN ADVERTISEMENT

3.1.1 Use of large font.
Use of illustration (2)

3.1.2 This word highlights how effective the product is since it can get rid of spots very fast. This will influence the reader to buy the product. (2)

3.1.3 Yes. The dots represent skin spots or pimples. The decreasing size of the dots indicates how the size of the spots will decrease when this product is used. (2)

3.1.4 Yes. The product is meant to make the skin clean and clear as suggested by the name. (2)

(8)

QUESTION 4: LANGUAGE AND EDITING

4.1.1 Started (1)
4.1.2 Here's (1)
4.1.3 Holds (1)
4.2 To indicate the names of these groups (1)
4.3 where (1)
4.4 afford (1)
4.5 successful (1)
4.6 started (1)
4.7 worst (1)
4.8.1 by
4.8.2 of (1)
4.9 I – (personal) pronoun (½)
sold - verb (½)
4.10 Where was Dome going to perform? (2)
OR
In which place/city was Dome going to perform?
4.11 sold – bought (½)
many – few (½)
4.12 manageress (1)
4.13 communities (1)
4.14 annually (1)
4.15 favourite/favorite (1)
4.16 Dome said that he had sold the album out of his backpack. (2)

[20]

ENGLISH HOME LANGUAGE GRADE 11 QUESTION PAPER

SECTION A: COMPREHENSION

Question 1: Reading for meaning and understanding

Read the passage below and answer the following questions:

Elvis and Shakespeare have Broadway 'All Shook Up'

August 16 will mark the 28th anniversary of the death of Elvis Presley, the undisputed King of Rock, who became a household name after just two years on the pop music scenario before he was drafted into the US Army. This phenomenal achievement - a string of gold discs and four movies before joining Uncle Sam - is often eclipsed by his bizarre, yet tragic, lifestyle prior to his death at the age of 42 in 1977.

In the month of August, many Elvistics, like religious pilgrims, will converge on Graceland, the home of the singer in Memphis, Tennessee, to participate in the annual candlelight vigil as well as celebrate the singer's life during the official 'Elvis Week' in Memphis. Those fans lucky enough to be in New York at the time, could take a trip down memory lane by treating themselves to a brand new musical titled *All Shook Up* playing to rave reviews at the Palace Theatre on Broadway.

Choosing what to see on Broadway is never easy - especially for the tourist who has just a few days to spare in the city that never sleeps, as Frank Sinatra has immortalised it. This time round, in April, on my second brief visit to the Big Apple, my selection was tailor-made for me. Returning from an academic conference in Fargo, North Dakota (believe me, being an academic has its compensations sometimes), I arrived in New York on an unseasonably cold and wet weekend. My damp spirits suddenly soared when I discovered that Elvis was in town.

An Elvis idolater since the age of ten or so, I found myself the next morning in the looping queue in Times Square, waiting for a discounted ticket like hundreds of other patient theatregoers. The hour or so spent in the queue is not really that frustrating. Entertainment is all around.

Playing to capacity houses each night, *All Shook Up* is not an Elvis biopic, as I'd imagined it to be. Much like the current Broadway hit, *Mama Mia*, choreo-graphed to the music of ABBA, it is a musical comedy with a fairly complex plot. Set in the 1950s in mid-western America, *All Shook Up* is a veritable *pot-pourri* of Shakespearean comedies and the music of Elvis Presley.

Here's what scriptwriter Joe DiPietro has to say about this carnivalesque production: 'It's every Shakespeare comedy melded into every Elvis movie'. Much of the play's dynamic is generated by the Shakespearean trope of disguise. The denouement is quite startling, with the relevation of a clandestine interracial relationship thrown in for good measure. A cast of ten actors heads up the main line-up and together with an ensemble of twenty singers and dancers virtually rocks the socks off Broadway. The role of the hip-swinging Chad is taken by the 29-year-old Cheyenne Jackson who has several acting roles to his credit - both dramatic and musical. There are twenty-five Elvis songs in the production, but don't expect them to be reprises of the original melodies.

Most of them aren't. They have been adapted to the script of the play. The Palace Theatre has a seating capacity of 1 784. That night, both young and old, seasoned theatregoers in formal dress, as well as casually-clad tourists like myself, occupied every seat in that awesome auditorium. Seated behind me, was a row of teenagers accompanied by their school teachers. How do I know they were teachers? Because before the show started, one of them, to my surprise and delight, imperiously instructed one youngster: 'Richard, switch that cellphone off now. I said NOW!' Surely, parents don't (can't) speak with such authority? In our age of rap music, I wondered what these youngsters were doing at a show like this. From their reaction and that of their teachers, I needn't have wondered.

All-in-all, Broadway was a memorable experience, not only on account of Elvis, but also because I could not find my seat after the 15-minute interval. I was in the wrong gallery. Fifteen minutes is too short a time to gulp down two whiskies.

[Adapted from an article in *Sunday Times Lifestyle* by Dr Harry Sewlall]

Questions

1.1 Identify Elvis's 'phenomenal achievement', as described in paragraph 1.

1.2 Refer to paragraph 2. How has the state of Tennessee honoured Elvis?

1.3 Explain the meaning, in its context, of each of the following expressions:

1.3.1 'playing to rave reviews' (line 12)

1.3.2 'tailor-made for me' (line 17)

1.4 Refer to paragraph 3.

1.4.1 What, according to the writer, is a difficulty faced by the tourist regarding Broadway shows? (2)

1.4.2 Discuss the point the writer is making about 'being an academic' (line 16). (3)

1.5 Suggest a reason why the 'hour or so' spent in the queue is not really that frustrating' (lines 24 - 25). (2)

1.6 Refer to paragraph 5.

Explain, in your own words, what the show, *All Shook Up*, is about. (3)

1.7 Discuss briefly the writer's tone in the phrase '... in that awesome auditorium' (line 45). (2)

1.8 Discuss a possible reason for the writer correcting himself in the sentence 'Surely, parents don't (can't) speak with such authority' (lines 49 - 50). (3)

1.9 Discuss whether the writer's style is suited to the subject of the article. (4)

1.10 Refer to the final paragraph. Is this an effective conclusion to this article? Motivate your answer. (3)

TOTAL SECTION A: **30**

SECTION B: SUMMARY

Question 2: Summarising in your own words

Imagine that, as you were researching the topic of 'Crime in Schools' for an upcoming debate on whether the government is doing anything to help combat in schools, you came across this article in a newspaper. As the article is too long, you will have to summarise it.

You are required to:

2.1 Make a list of the SIX main points you will use in your summary. (3)

2.2 Use the points in your answer to QUESTION 2.1 to write out your summary in the form of a single, fluent paragraph of about 100 words in length. (7)

By Linda Daniels

Teachers may soon have the power to remove unruly pupils from their classrooms and effectively place them under temporary 'house arrest' at home. This is part of changes to school laws that Education Minister, Naledi Pandor, is considering to fight school violence and disruptive behaviour.

The minister has also promised to act on problematic schools in the next few weeks, although details are yet to be made public. Other measures include speeding up a framework for random drug testing in schools and reinforcing the ruling that teachers already have the power to search pupils for weapons and drugs.

Pandor said that in the event that pupils were sent back into their parents' care, schools would have to ensure that the pupils were provided with learning material 'but the behaviour of the children will be the responsibility of the parent or guardian for that period'.

Pandor said that while it was important to protect the right of children to education, unruly pupils should not be allowed to disrupt the running of schools. 'The safety of pupils and teachers is a national concern,' said Ms Pandor.

In the latest incident, 20-year-old Zimisele Sithole from KwaZulu-Natal was stabbed to death allegedly by a fellow pupil on Wednesday.

Pandor said most principals and parents seemed unaware of the powers available to schools to instil discipline and good behaviour. Referring to a set of regulations passed in 2001, Pandor reminded teachers and principals that the regulations also oblige schools to put in place measures to ensure the safety of pupils, staff and parents during school activities. Pandor acknowledged, however, that in some cases greater intervention was required by the department and that problematic schools will be acted upon in the next few weeks.

The Department would issue simplified guidelines to schools to assist them in up-dating their codes of conduct, while schools that continued to experience difficulties, would be assisted by visits of officials to ensure the safety of pupils and staff.

[Adapted from *The Star*, 21 October 2006]

TOTAL SECTION B: 10

ENGLISH HOME LANGUAGE GRADE 11 QUESTION PAPER

Answers

SECTION A

COMPREHENSION

SUGGESTED ANSWERS

1. He became the 'King of Rock' / a household name after only two years on the pop scene. (2)

2. The 'Elvis Week' held annually / annual candlelight vigil in Memphis has been *officially* declared.

   Mention must be made of the official declaration for full marks. (2)

3.1 'playing to rave reviews' – the musical 'All Shook Up' is receiving complimentary reviews in the media. (1)

3.2 'tailor-made for me' – seeing this play would suit him perfectly like a well-made suit. (2)

4.1 It is difficult to make a choice of what to see. (1)

4.2 As an academic, he is able to attend conferences in faraway places and visit interesting places such as New York on his way home – this is a perk which is not always part of every man's working day. Thus, as compensation for being in what is generally considered an unrewarding job, he is nevertheless able to see shows not usually produced where he comes from. (3)

5. There is entertainment all around. (2)

6. musical comedy / complex plot / combination of Shakespearian comedy / music of Elvis Presley. (3)

7. 'in that awesome auditorium' – he is overawed / in awe of the size and perhaps the magnificence of the place. (2)

8. Open-ended. A well-substantiated response required.

   Appropriate: candidate should highlight the nature of the relationship between the child and his/her parent in contrast to the relationship between a learner and his/her teacher. (3)

9. Open-ended. A well-substantiated response required.

   Approriate: The range in the style skilfully combines the formal and informal aspects of the subject of Shakespeare and Elvis / of the traditional and the modern.

   Inappropriate: The range in the style is too wide and personal reflections distract from the main focus.

   Discussion of style: personalised style – '...believe me...' / informative style – 'August 16 will mark ...' / entertaining style – 'An Elvis idolator ...' / sophisticated style – 'Much of the play's dynamic ...' vs informal style – 'to gulp down two whiskies'. Accept other reasonable adjectives. You must ensure that your description of style must be justified with reference to the passage through description or quotation. (4)

10. Open-ended. A well-substantiated response required.

    Yes – 'All-in-all' and summary of the Broadway experience, etc.

    No – reference to whiskies is additional information leaving the reader to wonder what happened after he discovered he was lost. (4)

[30]

SECTION B

SUMMARY

2.1 The main points that you should include in the summary are :

1. Teachers may soon have the power to remove unruly pupils from their classrooms and effectively place them under temporary "house arrest".
2. Teachers already have the power to search pupils for weapons and drugs.
3. Schools would have to ensure that the pupils were provided with learning material.
4. Put in place measures to ensure the safety of pupils, staff and parents during school activities.
5. Problematic schools will be acted upon in the next few weeks.
6. Issue simplified guidelines to schools to assist them in updating their codes of conduct,
7. Schools that continued to experience difficulties would be assisted by visits of officials.