

SENIOR SECONDARY IMPROVEMENT PROGRAMME 2013



GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE

LEARNER NOTES

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LEARNER NOTES

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SESSION 3: TOPIC: DIRECT AND INDIRECT SPEECH

Learner Note: You need to do many different examples of rewriting direct speech into reported speech, since it is also a section of the syllabus that many of you struggle with. The more examples you do, the better you will understand what to do. Practise how to report a variety of sentence types like questions, statements and exclamations. Remember to study the additional notes.

In the Language Exam Paper, you will mainly be asked to rewrite direct speech into the reported speech (indirect). Rewriting sentences into reported speech will be done from a specific text and within context for example the cartoon: the direct speech of a character might be given to be rewritten into reported speech.

In the Language Exam Paper only 2-6 marks might be allocated to this session, but you still need to practise to reach perfection.

SECTION A: TYPICAL EXAM QUESTIONS

HINT: The rule in Reported Speech is that **all verbs** in the spoken words (Direct Speech) go **one step** into the past when it is rewritten as Reported speech. **He said: "She ate the peach."** – **He said that she had eaten the peach.** OR They said: "We are eating our lunch." – They said that they were eating their lunch.

Learner Note:

It is NOT just a case of taking the verbs back to the past tense! You must understand the concept of taking the verb(s) one step into the past: is – was; was – had been OR go – went; went – had gone OR eat – ate; ate – had eaten. It is, therefore, important that you know the THREE main columns of the verb. These VERB columns can be found in most text books. Your teacher will expect of you to study small parts of the verb lists every week. It will help with your understanding of Direct/Indirect Speech as well as Active and Passive voice.

Example of Verb Columns: eat – ate – had eaten

go – went – had gone

Learner Note: Remember to study the additional notes (Section C) before you attempt these questions – or if you get stuck, you may refer to your notes.

Remember: **Correct punctuation** – “ ” are thrown away in reported speech.

Personal pronouns often change – “I” might change to “me”

Time words change – “today” becomes “that day” or “yesterday” becomes “the previous day”

When a question or exclamation is reported, **punctuation marks like? or !** are not used.

The **correct introductory word** must be used:

Question – “He asked if/whether”

Statement – “He said that”

Exclamation – “He exclaimed” or “He shouted”

An order – “He ordered her to

QUESTION 1: 20 minutes

(Taken from various old exam papers)

Rewrite the following Direct Speech sentences into the Reported Speech.

1.1 The boy shouted, “They are busy eating all the sweets.”

1.2 “There is nothing wrong with your blood pressure,” said the doctor.

1.3 The teacher told them: “Water expands when forming ice.”

1.4 I said: “I want to meet you after school.”

1.5 The class shouted: “We have finished our work!”

1.6 The patient complained, “We have not been given any food to eat.”

1.7 The scientist stated: “The earth revolves around the sun.”

1.8 “I have not eaten anything since Monday,” the poor girl said. [24x½=12 marks]

QUESTION 2: 10 minutes

(Taken from various old exam papers)

Rewrite in reported speech

2.1 The teacher said: “Tomorrow the clothes must be brought back here.” (2)

2.2 “A year ago I bought this car,” she told her daughter. (2)

2.3 “Please, let me try and do it my way,” he begged. (2)

2.4 The army officer shouted: “Run faster, you fools!” (2)

2.5 The teacher said: “Thank you my dear.” (2)

Turn the following into direct speech

2.6 Cathy begged her mother to let her go to the party, but her mother refused with a strict voice. (2)

**** (Just reverse the process and remember to add punctuation marks and inverted commas!) [12]**

QUESTION 3: 10 minutes*(Taken from various old exam papers.)***3.1 Punctuate the following examples of direct speech correctly.**

3.1.1 susan asked is my dress ready for the dance tomorrow night

3.1.2 yes it is ready replied her mom

3.1.3 wow this is wonderful it is so beautiful exclaimed susan

3.2 Correct the errors in these examples of direct speech

3.2.1 The manager asked, 'Is your food fine, Mam'?"

3.2.2 Yes, it's delicious', I replied."

[30 x ½ = 15]**SECTION B: ADDITIONAL CONTENT NOTES**

There are TWO ways of writing down what people say to each other:

1) Write down exactly (quote) the words of the speaker (Direct speech). **Example:** "When will you do the work?" asked his manager.

2) Change the direct words of the speaker to the words of the person reporting the speaker's words (Indirect or Reported Speech). **Example:** The manager asked him when he would do his work.

You can see that the direct speech of the manager changes when it is reported by someone else.

HOW? WHAT changes?

- (a) The punctuation marks are thrown away! We do NOT use the inverted commas (" ") in Indirect Speech. We also do not use the ? or ! when we report someone's words.
- (b) There is a change in the TENSE used.
- (c) There are some connecting words like "that" and "if" when rewriting sentences into Reported Speech.
- (d) Some pronouns change.
- (e) Time words change.

Changes of TIME and PLACE WORDS in Reported speech_ **STUDY THIS!**

The following table is a summary of how TIME and PLACE words change:

| DIRECT SPEECH | INDIRECT SPEECH (Reported Speech) |
|--------------------|-----------------------------------|
| Tomorrow | the following day |
| next day/year/week | the following day/year/week |
| Yesterday | the day before/the previous day |
| last week/month | the week/month before |
| Today | that day |
| This | that |
| These | those |
| Now | then |
| ago (a year ago) | before (a year before) |
| here | there |
| will/shall | would/should |
| Must | ought to/had to |
| May | might |
| Can | could |

REPORTING QUESTIONS, COMMANDS AND EXCLAMATIONS

It is not easy to write questions, commands or exclamations into reported speech. We have to use introductory verbs to show that we are reporting a question, command or exclamation.

Examples:

(a) "Are you going to the party?"

She **asked if/whether** she was going to the party.

↓ } connecting word if a question

↘ NO question mark

Verb to

Introduce question

b) "I want to see your work immediately!"

He **requested** to see his/her work immediately.

↓

↘ NO exclamation mark

Verb to introduce

Exclamation/command

(Any appropriate verb may be used)

(c) "How stupid my father is!" said the girl.

The girl **exclaimed** that her father was stupid. → NO exclamation mark

(d) What if you address someone in the direct speech?

“You!” You’re the most selfish person on earth,” she exclaimed.

She **exclaimed** that he/she was the most selfish person on earth.

(The “you” is left out of the reported speech)

OR

“Come, darling, let’s go home, “ said the mother.

The mother suggested **to her child** that they had to go home.(or should go home)

} “darling” is left out and replaced by “to her child” because she was talking to her child

PUNCTUATION WHEN USING DIRECT SPEECH

(a) A comma or a colon can be used before the direct speech

He replied: “I don’t know the man.”

He replied, “I don’t know the man.”

(b) The reporting clause may **come before or after** the direct speech.

He replied: “I don’t know the man.”

“I don’t know the man,” he replied.

(c) ALL the punctuation that goes **with the direct speech** must go **inside** the quotation marks. All other punctuation marks go **outside** the quotation marks.

“Where is the museum?” asked the man.

“Did he say ‘This is a hijack’?” asked the frightened man.

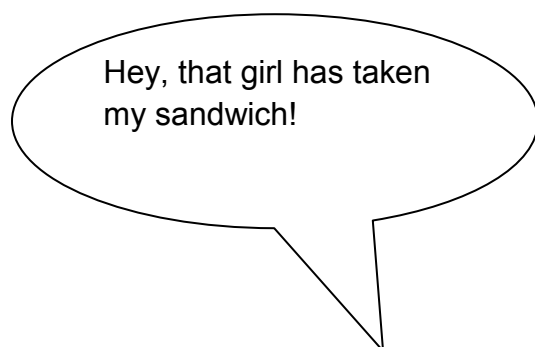
} a direct quote of someone else but still part of the direct speech of the man

SECTION C: HOMEWORK

Learner Note: Try to ensure that you answer the questions in the allocated time frames. If you get stuck, you should refer either to the additional notes or your class teacher. Questions should take **about 20 - 30 minutes** to complete.

HOMEWORK EXERCISE: 30 minute

1. Rewrite the following conversation into reported speech. (7)



2. Look at the cartoon picture on the next page and rewrite the words spoken by the girl into:

(Cartoon taken from: DoE Gr 12 Exam paper, Nov. 2006)

- 2.1 Direct Speech (with correct punctuation) (2)
 2.2 Reported Speech (Start with: Betty said) (3)

3. Rewrite the following examples of Direct Speech using the correct punctuation.

- 3.1 mary shouted they stole my car (3)
 3.2 are we going to the movies today asked Betty (2)
 3.3 she is working so hard And i feel sorry for her the girl said (3)

4. Correct the punctuation. Rewrite the sentences.

- 4.1 Peter wanted to know", May I bring my friends too"? (2)
 4.2 'catch the man"! , shouted the soldiers. (2)
 4.3 Hallelujah"! she exclaimed. (1)

[25]



[ACAT/ABET Curriculum "Management & Entrepreneurship"]

SECTION D: SOLUTIONS AND HINTS TO SECTION A



Learner Note:

When marking reported Speech, $\frac{1}{2}$ mark is usually given for every correct word or change made from Direct into Reported Speech. Mark allocation may give you an indication of how many words may change when you write a sentence into reported speech.

Example: I said: "I want to meet you after school."

$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$

I said that I wanted to meet her/him after school. ($\frac{1}{2} \times 4 = 2$ marks)
She/He said that he/she wanted to meet her/him after school.

QUESTION 1

See Learner's Note above for hints on how Reported Speech is marked.

Suggested Memo: [*Underlined words* are the correct words/changes that will be given marks for]

- The boy shouted that they were busy eating all the sweets.
- The doctor said that there was nothing wrong with her/his blood pressure.
- The teacher told them that water expands when forming ice. (General truth DOESN'T change tense)
- I said that I wanted to meet her/him after school.
OR
She/he said that she/he wanted to meet her/him after school.
- The class shouted that they had finished their work.
- The patient complained that they had not been given any food to eat.
- The scientist stated that the earth revolves around the sun.
(General truth DOESN'T change tense)
- The poor girl said that she had not eaten anything since Monday.

[24 x $\frac{1}{2}$ = 12 marks]

It is, therefore, recommended that you study the additional notes.

↓ }verb ∇old subject (from Active voice)
receiving the action
 New subject

SECTION A: TYPICAL EXAM QUESTIONS

Learner Note: You have to make sure that you can identify the SUBJECT, VERB and OBJECT of a sentence before you will be able to write Passive Voice sentences. The first exercise will test only your knowledge on subjects, verbs and (direct) objects.

QUESTION 1: 10 minutes

(Taken from own exam papers)

Underline the Subject, Verb (and Direct Object where applicable) and indicate it by writing an “S”, “V” or “DO” above the correct word.

S V D O

Example: The dog catches the ball. (Active Voice)

The ball is caught (by the dog). (Passive Voice)

↓ } Verb changes

direct object becomes new subject

- | | | |
|------|---|-----|
| 1.1 | The taxi hit the pedestrian. | (3) |
| 1.2 | My father asked the driver to stop. | (3) |
| 1.3 | I slept well last Friday night. | (3) |
| 1.4 | The teacher will tell you the answer when she comes to class. | (3) |
| 1.5 | My cousin wrote me a long letter from Holland. | (3) |
| 1.6 | Last week she covered all her school books given to her. | (3) |
| 1.7 | Lightning struck the house twice. | (3) |
| 1.8 | Italy won the 2006 Soccer World Cup. | (3) |
| 1.9 | They are analysing the test results. | (3) |
| 1.10 | The police officer caught the burglar red-handed. | (3) |

[30]

QUESTION 2: 25 minutes (NOTE: NUMBERED AS 3 IN THE SCANNED QUESTIONS)

Learner Note: The next question is taken from a past old GDE ENG (FAL) Language paper and doesn't only contain questions on Active and Passive Voice. The question typically shows how the language questions are asked, and also includes a question or two on the rewriting of active voice into passive voice. (Keep the numbering as indicated in question.)

Complete the fill in exercise below and also answer the questions that follow.

(Write down only the number and correct answer)

THEFT AT THE CAMERA SHOP

A manager and a shop assistant discover that a number of expensive cameras have been stolen from their shop.

Manager: (*Angry and upset*) How could this have 3.1.1 (happen)? You were here all the time, 3.1.2 (be) you?

Assistant: Yes, Sir - but...

Manager: I cannot imagine how these 3.1.3 (thief) managed to get away 3.1.4 (...) more than twelve thousand rands worth of digital cameras.

Assistant: Sir, they must have stolen them from the boxes that 3.1.5 (be) on the trolley. I was attending 3.1.6 (...) another customer and only later found that the boxes had 3.1.7 (be empty).

Manager: Let's look at the security video tape.
Both watch the tape that the security cameras recorded
3.1.8 (*early*).
Oh no! This is 3.1.9 (opposite of 'useful'); the image is 3.1.10 (to/two/too) grainy!

Assistant: Hold on, it's getting better, I think we may have something here. Look at that woman trying to grab the 3.1.11 (demonstrate) camera 3.1.12 (chain) to the counter.

Manager: Look! She and that man 3.1.13 (now move) towards the trolley at the back of the shop. We've got them! This is all the evidence the police need.

Assistant: Good thing the security camera 3.1.14 (install) last week!

(14)

ENGLISH FIRST ADDITIONAL LANGUAGE GRADE12 SESSION 3 SELF STUDY (LEARNER NOTES)

3.2 Rewrite the sentence starting with the underlined words.

The assistant was taking the new digital cameras to the storeroom. (2)

3.3 Combine the following sentences by giving the missing words in 3.3.1 and 3.3.2 below:

A digital camera captures a picture.
A digital camera records sound.

A digital camera does not only 3.3.1 (...) a picture but 3.3.2 (...) records sound. (2)

3.4 Read the quotation and choose the best answer.

Assistant: Hold on, it's getting better, I think we may have something here.

The assistant's tone is ...

- A excited.
- B frightened.
- C sarcastic.
- D nervous. (1)

3.5 Report what the manager said, starting with the words given:

Manager: We've got them! This is all the evidence the police need.

The manager exclaimed that they had got them and added ... (3)

3.6 Rewrite the following sentence to show that you do not agree. Start with:
No, the police ...

The police went public with the culprit's photo. (1)

3.7 Complete the passage below:

Less than three weeks later, Jack McDonald was arrested. He was 3.7.1 (...) home and they charged 3.7.2 (...) with theft. (2)
[25]

SECTION B: ADDITIONAL CONTENT NOTES

NOTE: What happens when we rewrite a sentence into the PASSIVE VOICE?

- (a) The DIRECT object of the verb becomes the SUBJECT.

Example: The girl eats **the apple** – **The apple** is eaten (by the girl).

- (b) The VERB is changed according to the correct TENSE. Although the verb changes, the TENSE stays the same.

Example: The girl **eats** the apple – The apple **is eaten** (by the girl).

→ verb stays in the present indefinite tense ←

- (c) The SUBJECT of the verb becomes the one “BY” whom the action is done. We indicate this by using the preposition “by” to introduce the person.

Example: **The girl** eats the apple – The apple is eaten BY **the girl**.

↘ Subject

↘ WHO does action? The girl

! Learner Note: 1. The phrase containing “**by**” whom the action is done, doesn’t always need to be added. In most sentences it is fine to leave out “by him” or “by her” etc. Example: They stole the car – the car was stolen. (by them)

2. The next summary **should be studied** before you attempt Passive and Active voice Exercises. The main tenses will be dealt with.

| TENSE | ACTIVE VOICE | PASSIVE VOICE |
|---|--|--|
| Present Indefinite Tense (Simple Present tense) | Singular: She <u>eats</u> the apple. ↘ Look at verb to determine tense Plural: She <u>eats</u> the apples. | The apple is eaten by her. Look at concord: apple = singular subject = IS The apples are eaten by her. Concord: Apples = plural subject = ARE Is/are + 3rd column of the verb (past participle) |
| Past Indefinite Tense (Simple Past Tense) | Singular: She <u>ate</u> the apple. ↘ Look at verb to determine tense Plural: They <u>ate</u> the apples. | The apple was eaten by her. Concord: apple = singular subject = WAS eaten The apples were eaten by them. Concord: apples = plural = WERE eaten Was/were + 3rd column of the verb (past participle) |

| | | |
|--|---|---|
| Future Indefinite Tense (Simple Future) | <i>I, we: shall</i> <i>The rest: will</i> He will phone <u>me</u> . He will phone <u>her</u> . | <u>I shall</u> be phoned (by him) ↳ <i>the verb used depends on the <u>subject of the passive voice</u> sentence and NOT on the subject of the Active Voice sentence!</i> <u>She will</u> be phoned (by him) Will/shall+be+3rd column of verb |
| Present Continuous Tense | Singular: I <u>am eating</u> an apple. Plural: I <u>am eating</u> the apples. | When you see the –ING added to the verb, you know that you are in the Continuous Tense . An – ing verb ending, means you must use the auxiliary verb BEING in the PASSIVE voice. <u>An apple is being</u> eaten by me. <u>The apples are being</u> eaten by me. Is/are +being + 3rd column of verb |
| Past Continuous Tense | Singular: She was eating the apple . Plural: She was eating the apples . | <u>The apple was being</u> eaten (by her.) The <u>apples were being</u> eaten (by her.) Was/were + being + 3rd column of verb |

| | | |
|------------------------------|---|--|
| Present Perfect Tense | <p>Singular: She has eaten <u>the apple</u>.</p> <p>↘ <i>Object = singular = one apple. This will change to a singular subject in Passive Voice.</i></p> <p>Plural: They have eaten <u>the apples</u>.</p> <p>↘ <i>Object = plural = apples. This will change to a plural subject in Passive voice.</i></p> | <p>The <u>apple</u> has been eaten by her.</p> <p>The <u>apples</u> have been eaten by them.</p> <p>Has/have + been + 3rd column of verb</p> |
| Past Perfect Tense | <p>She <u>had eaten</u> the apple. } There is no difference between singular and plural – both use HAD. They <u>had eaten</u> the apples.</p> | <p>The <u>apple</u> had been eaten by her.</p> <p>The <u>apples</u> had been eaten by them.</p> <p>Had + been + 3rd column of verb</p> |

SECTION C: HOMEWORK



Learner Note: You need to ensure that you are able to answer the questions in the allocated time frames. If you get stuck, you should refer either to the additional notes or your class teacher.

Spend about **25 – 30 minutes** on the homework exercise.

QUESTIONS: 30 minutes

1. Look at the following newspaper headlines. Write down whether they are in the ACTIVE or the PASSIVE voice. (Only number and answer)

- 1.1 Forty injured in plane crash.
- 1.2 Oprah arrives in South Africa.
- 1.3 Gold price rises.
- 1.4 Murderer sentenced to thirty years.
- 1.5 SA wins Soccer World Cup!

(5)

2. Rewrite these incorrect sentences into the Active voice so that they make sense.

2.1 My pocket money is had by me in a bank account.

2.2 The sick man's tablets were swallowed by him.

2.3 The headache was had by her.

2.4 The beach was crashed onto by the waves.

2.5 The tree was sung in by the birds. (10)

(Question 2 taken from: *FOCUS Study Guide*, p191, Maskew Miller Longman)

3. Rewrite the following sentences starting with the words given.

3.1 The bus killed four pedestrians.

Four pedestrians _____

3.2 My father asked the taxi driver to stop.

The taxi driver _____

3.3 I slept well last night.

I slept _____

3.4 He will tell you the story when he comes.

You _____

3.5 My brother is building a fancy house.

A fancy house _____

3.6 He scolded me because I didn't listen.

I _____

3.7 The teachers had given the learners their homework.

The learners _____

3.8 Elephants have destroyed a car in the Kruger Park.

A car _____

3.9 We were all playing soccer when it started raining.

Soccer _____

3.10 The fire is melting the precious metals.

The precious metals _____ (20)

[35]

SECTION D: SOLUTIONS AND HINTS TO SECTION A

QUESTION 1

Learner Note: To decide what is the **SUBJECT, VERB or Direct Object** of the sentence, the following questions can be asked: **WHO/WHAT** does the action? = SUBJECT; **WHAT** is the action? = VERB; **WHO/WHAT** directly **receives** the action? = DIRECT OBJECT.

Suggested Memo

S V DO

1.1 The taxi hit the pedestrian. (3)

S V DO

1.2 My father asked the driver to stop. (3)

S V + 1 mark for NOT marking a DO

1.3 I slept well last Friday night. (3)

S V DO

1.4 The teacher will tell you the answer when she comes to class. (3)

S V DO

1.5 My cousin wrote me a long letter from Holland. (3)

S V DO

1.6 Last week she covered all her school books given to her. (3)

S V DO

1.7 Lightning struck the house twice. (3)

S V DO

1.8 Italy won the 2006 Soccer World Cup. (3)

S V DO

1.9 They are analysing the test results. (3)

S V DO

1.10 The police officer caught the burglar red-handed. (3)**[30]**

QUESTION 2*(GDE Exam Paper Nov 2006)*

- Make sure learners number correctly – common mistake!:

- ✓ 3.1.1 happened
- ✓ 3.1.2 weren't
- ✓ 3.1.3 thieves
- ✓ 3.1.4 with
- ✓ 3.1.5 were/ are
- ✓ 3.1.6 to
- ✓ 3.1.7 been emptied
- ✓ 3.1.8 earlier
- ✓ 3.1.9 useless
- ✓ 3.1.10 too
- ✓ 3.1.11 demonstration/demo
- ✓ 3.1.12 chained
- ✓ 3.1.13 are (now) moving
- ✓ 3.1.14 was installed

[14]

3.2 The new digital cameras ✓ ✓ were being taken to the storeroom by the assistant. (2)

[Spelling of underlined verb must be correct. Ignore spelling in rest of sentence]

- ✓ 3.3.1 capture
- ✓ 3.3.2 also

(2)

- ✓ 3.4 A – excited

(1)

3.5 The manager exclaimed that they had got them and added that ✓ that ✓ was all the evidence the police ✓ needed. (3)

- ✓ 3.6 No, the police didn't/did not go public with the culprit's photo. (1)

[Spelling in sentence, word order and verb must be correct]

- ✓ 3.7.1 at
- ✓ 3.7.2 him

(2)

[25]

SESSION 4: TOPIC: VISUAL LITERACY (COMIC STRIPS AND CARTOONS)

Learner Note: This section of the syllabus is something that cannot really be studied BUT needs to be practised by doing many questions from old papers. You may also practise your skill of understanding cartoons by trying to analyse a cartoon in a newspaper every day.

SECTION A: TYPICAL EXAM QUESTIONS**QUESTION 1: 10 minutes***(Taken from DoE Eng FAL Paper 1, Feb/March 2009)*

Study the following comic strip and then answer the questions that follow:



FRAME 1

FRAME 2

FRAME 3

(NOTE: In this cartoon Dagwood, the man with the dog, is confronted by his neighbour.)

- 1.1 Refer to the neighbour's statement in FRAME 1. What do you think Dagwood expects the neighbour to say next? (2)
 - 1.2 Choose the correct answer from the list provided to complete the following sentence:
A jerk is someone who is ... (1)
 - (a) foolish
 - (b) smart
 - (c) aggressive
 - (d) playful
 - 1.3 Explain how the neighbour's body language in the second frame conveys his attitude towards Dagwood. (4)
 - 1.4 Do you find Dagwood's comment in FRAME 3 funny? Give a reason for your answer. (3)
- [10]

HINTS:

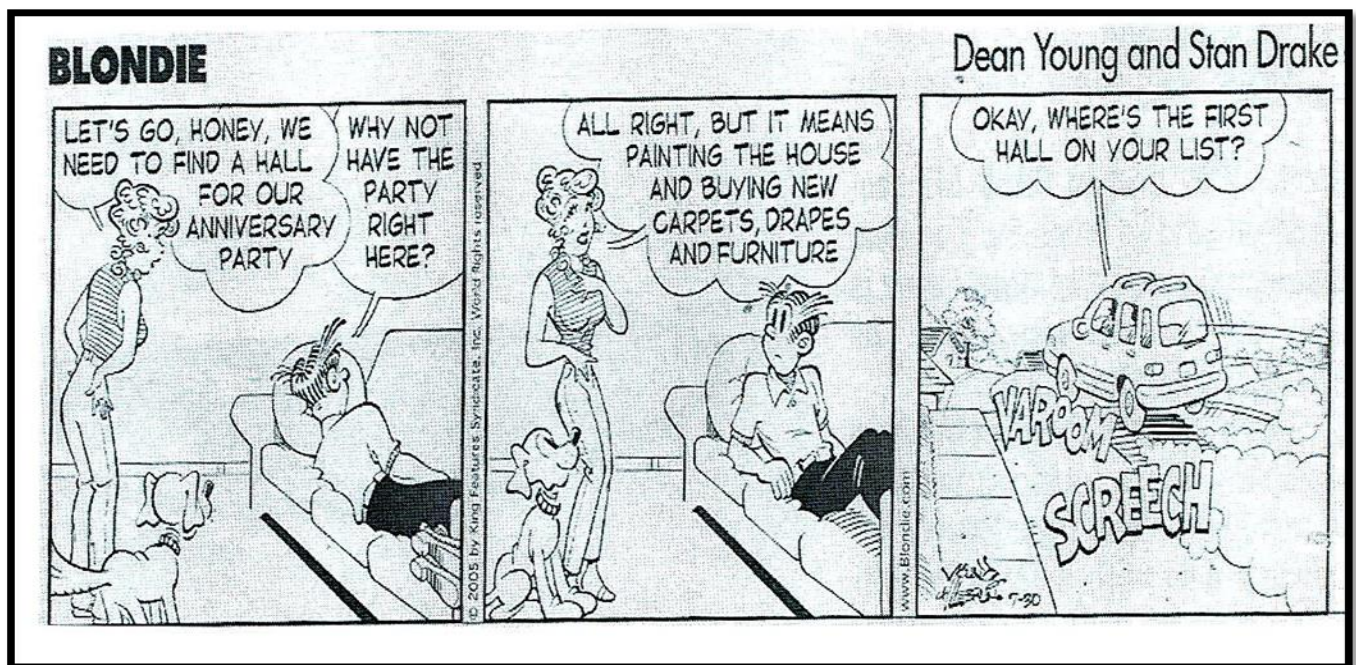
When looking at a comic strip or a cartoon, pay attention to the following:

- Body language of characters (How do they use their bodies to convey a certain message: non-verbal communication)
- Gestures (Movement of hands)
- Facial expression (Do they look sad, happy, irritated etc.)
- Verbal communication (What do the characters say?)
- Tone (of voice)
- Setting (What is the background to the pictures)
- Scale (Is one character bigger than the other?)
- Stereotypes and Caricatures (See Additional Information, Section B)
- Speech bubbles (Words of characters)
- Thought bubbles (Thoughts of characters)
- FONT size (size of letters in text)

QUESTION 2: 10 minutes

(Taken from: DoE Eng FAL Paper 1 Exemplar 2008)

Study the cartoon below and answer the questions that follow. The characters in the cartoon are Blondie (the wife) and Dagwood (her husband).



FRAME 1

FRAME 2

FRAME 3

Refer to Frame 1 and Frame 2 of the cartoon.

2.1 Discuss Dagwood's body language in Frame 1.

(2)

(Message he wants to give to his wife /position of body and face?)

2.2 Explain why there is a change in Dagwood's posture in Frame 2. (2)

2.3 Explain the reason for the expression on the dog's face in Frame 2. (2)

Refer to Frame 3 of the cartoon.

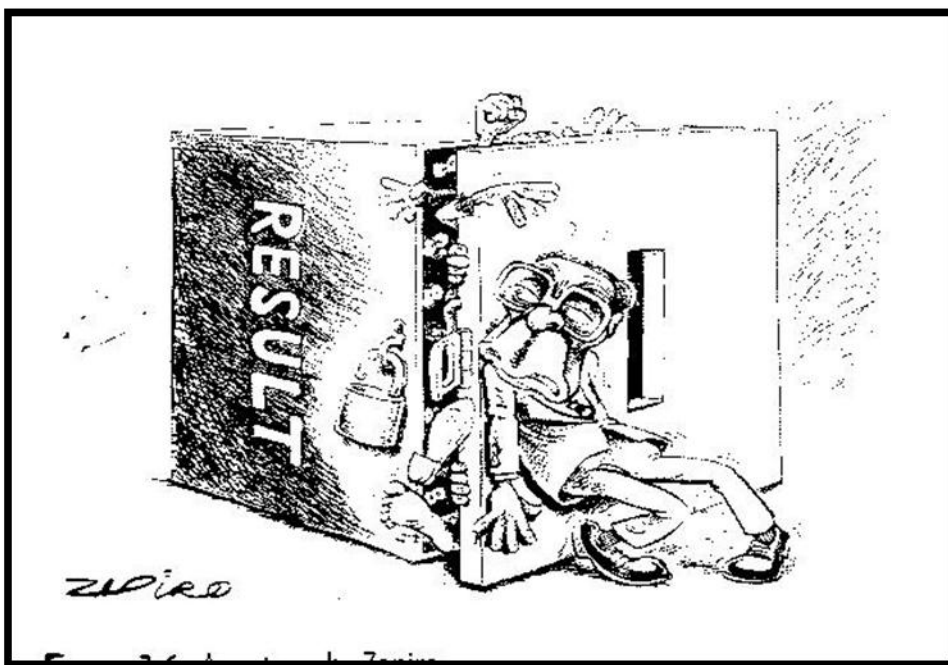
2.4 What are the words "VAROOM" and "SCREECH" intended to convey? (2)

2.5 Why do you think the name of the wife is "Blondie?" (2)

[10]

QUESTION 3: Cartoon: 10 minutes

Look at the following cartoon and then answer the questions



(From: The Star, 2 April 2008)

(This cartoon was drawn by Zapiro just after the previous elections in Zimbabwe)

3.1 Who is the person in the picture? Give a reason for your answer. (2)

3.2 What is this person trying to do? (2)

A **Caricature** is a drawing that exaggerates (make much bigger) or distorts (make funny) a person's features. It is done to insult a character or to make a picture humorous.

3.3 Which of the features of the person in the picture are exaggerated or distorted? (2)

3.4 Why is the character wearing a suit? (2)

3.5 Why is the word "result" written on the box? (2)

[10]

SECTION B: ADDITIONAL CONTENT NOTES

We live in a **visual world** and, therefore, it is important to be able to understand visual communication and messages. Some visual information is absolutely necessary to understand and interpret correctly like road traffic signs. Other visual information, like cartoons or comics, are meant to make us laugh but it also gives people the opportunity to make fun of their world and its difficulties. Whenever you see something, you should try to interpret, analyse and understand the message that the writer or artist wanted to convey.

What do you need to look at when analysing a cartoon or comic strip?

Pay attention to the following:

- Body language of characters (How do they use their bodies to convey a certain message: non-verbal communication)
- Gestures (Movement of hands)
- Facial expression (Do they look sad, happy, irritated etc.)
- Verbal communication (What do the characters say?)
- Tone (of voice)
- Setting (What is the background to the pictures)
- Scale (Is one character bigger than the other?)
- Stereotypes and Caricatures (See Additional Information, Section B)
- Speech bubbles (Words of characters)
- Thought bubbles (Thoughts of characters)
- FONT size (size of letters in text)

- A drawing or sequence of drawings usually showing a humorous situation.
- Cartoons are mostly accompanied by a caption (words)
- Cartoonists often try to convey a political message by using caricature or satire.

Cartoon



- A drawing that exaggerates or distorts (make bigger and make funny) a person or a thing to create humour or get a message across.
- It often serves a political purpose or it is used to convey a stereotype.

Caricature



- A generalised and over-simplified picture of a person or group or country.
- Stereotypes are often based on people's prejudice or ideas that they normally don't have proof of.
- Example: All lawyers tend to be deceitful or devious.

Stereotype



SECTION C: HOMEWORK

Learner Note: Make sure that you are able to answer the questions in the allocated time frames. If you have difficulty with the homework questions, you should refer to the additional notes (Section B) or to your class teacher for assistance.

HOMEWORK QUESTIONS: 25 - 30 minutes**QUESTION 1**

(Taken from: XKit, English Home Language Gr 10)

Look at the cartoon above and answer the questions

- 1.1 What is this man stereotyped as? (See Additional notes, Section B) (2)
- 1.2 Explain your answer in 1.1. (How do you know? What convinced you?) (4)
- 1.3 Explain the expression on his face. (2)
- 1.4 Discuss the exaggerated features in the picture. (Caricature) (4)
- 1.5 What do the clasped hands indicate? (2)
- 1.6 Why is the fancy suit and hat important? (1)

[15]

QUESTION 2*(Taken from: Eng FAL Paper 1 Nov 2008, DoE)*

Study the following comic strip and then answer the questions that follow:



FRAME 1

FRAME 2

- 2.1 Refer to **FRAME 1** of the cartoon.
What does the traffic officer's pointing finger tell you about his mood? (2)
- 2.2 What do you think of the driver's excuse in FRAME 1 of the cartoon? (2)
- 2.3 Refer to FRAME 2 of the cartoon.
Complete the sentence below by choosing the correct answer from the list provided.
Write down only the question number and the letter corresponding to the correct answer.
- The tone of the traffic officer's remark in FRAME 2 is ...
- | | |
|----------------|--------------|
| A sympathetic. | B cheerful. |
| C pessimistic. | D sarcastic. |
- (1)
- 2.4 Look at the face of the driver in Frame 2. Do you think he was satisfied with what happened? Motivate your answer. (3)
- 2.5 Look at the outfits (clothes) of the two characters in the cartoon. What seems to be odd/strange about what they are wearing? (2)

[10]

SECTION D: SOLUTIONS AND HINTS TO SECTION A**QUESTION 1**

- 1.1 'I am sorry/I am sorry about what I said to you yesterday/Forgive me for what I said yesterday.' (2)
- 1.2 A (1)
- 1.3 His anger towards Dagwood is shown by:
- his leaning forward towards Dagwood;
 - his clenched right fist;
 - his finger pointing in Dagwood's chest;
 - the expression on his face (eyebrows raised, mouth turned downwards).
- (NOTE: Award 2 marks each for ANY TWO of the above.)** (4)
- 1.4 Yes. The neighbour who intended apologising to Dagwood insults him further. (3)
- OR**
- 1.5 Yes. Dagwood's comment turns the tables on his neighbour – in FRAMES 1 and 2 the neighbour is the aggressor, and in FRAME 3 Dagwood is. (3)
- OR**
- 1.6 No. Dagwood should make some attempt to reconcile. (3)
- [10]**

QUESTION 2

- 2.1 He is ✓ lying on the couch, face turned away from his wife. This shows that he is ✓ not even showing any interest in what she is saying. He could even be asleep. If a person's face is turned away from the speaker, it shows NO interest at all! (2)
- (Learners should explain the position of the "body" and the face that's turned away. Also show that Dagwood has NO interest in his wife's conversation)**
- 2.2 He quickly gets up from his "sleeping" position when he realises that his wife is actually giving him a lot of work – things that need to be done at the house if he doesn't go with her to look for a proper venue for their party. His reaction shows that he would rather accompany his wife, than do the work at home. (2)
- 2.3 The dog looks happy because now that his "master" is awake, he is probably expecting that they are going for a walk or a drive. (2)
- 2.4
- Varoom = imitates the sound that the car is making as it is driving away at high speed. (1)
- Screech = imitates the sound of the brakes as the car is going round the corner at high speed. (1)
- (These are called examples of onomatopoeia)**
- 2.5 Her name is Blondie, because she has blonde hair. (2)
- [10]**

QUESTION 3**3.1 (Any appropriate reason will be accepted)**

Robert Mugabe.

(1)

It is said that the cartoon was drawn after the previous elections in Zimbabwe and Robert Mugabe is the president of this country.

OR

The face looks like that of Robert Mugabe with the big spectacles.

(1)

3.2 He is trying to prevent the “results” from coming out of the box – trying to prevent the world from knowing the results of the election.

(2)

(He might be hiding the fact that he lost the elections)

3.3 The enlarged spectacles; The funny mouth; Puffed-out cheeks, Big hands; Big nose and eyes.

(Any TWO)

(2)

3.4 It is typical of Robert Mugabe to be wearing a suit. He always wears a suit.

(2)

3.5 “Results” – refer to the results of the election that Mugabe is trying to hide away.

(2)

[10]

SESSION 5: TOPIC: VISUAL LITERACY (ADVERTISEMENTS)

Learner Note: It is important to know that this section of the syllabus is not easily studied, but practised by doing numerous examples of advertisement studies. Try to apply what you learn in this session when you look at TV advertisements, advertisements in magazines or listen to radio advertisements.

SECTION A: TYPICAL EXAM QUESTIONS**QUESTION 1: 20 minutes**

(Taken from: X-Kit: Goshier, S and Goshier, B; *English Home Language, Gr 10*. Maskew Miller Longman, 2009)

HINTS:

Linguistic techniques may include the following:

- Assertions (very strong statement or claim made by a company)
- Distorted language (out of usual shape or format)
- Emotive language (language that will stir some kind of emotion)
- Interesting headlines or captions
- Slogans (Example: Wimpy – It's a taste for life!)
- Puns
- Repetition
- Rhetorical questions

Identify the **linguistic techniques** in the following examples

- | | | |
|-----|--|------|
| 1.1 | Be bright – get Bettabond | (2) |
| 1.2 | Brrrrrrrrrr | (2) |
| 1.3 | De-crinkle your eyes | (2) |
| 1.4 | Less loan more home | (2) |
| 1.5 | If you could see your heart, would you take better care of it? | |
| | FLORA loves you heart. | (2) |
| | | [10] |

- 1.6. Study the advertisements (two in the frame) on the following page and then answer the questions that follow by completing the table given.

(Advertisements From: *YOU* magazine)

- Comment on the FONTS (Letter types) in each advertisement. (7)
 - Which human desire does each advertisement appeal to? (3)
 - Identify and write down a distinctive visual feature in each advertisement. (5)
- [15]

Learner Note: PLEASE study the Additional Notes before doing these questions.

Just R7/week. Subscription Service.
Requires WAP. Over 18's only.

BROWSE PROFILES
SEND FREE MESSAGES
VIEW PHOTOS & VIDEOS
DISCUSSIONS & QUESTIONNAIRES
DAILY HOROSCOPES & LOTS MORE!

Date ♥ Club

To join sms
CLUB7 to 31024 now!

*The fun & easy way to meet people,
make friends, or find love!*

YOU USUALLY COSTS
~~R11,95~~ BUT WITH OUR
20% discount
OFFER YOU PAY JUST
R10,43 AN ISSUE

Figure 3.10 Two advertisements from the YOU magazine

[Complete the table to answer question 1.6]

| | ADVERTISEMENT 1 | ADVERTISEMENT 2 |
|----------------|-----------------|-----------------|
| Font | | |
| Human Desire | | |
| Visual Feature | | |

SECTION B: ADDITIONAL CONTENT NOTES

Introduction

The goal of advertising is to convince the public to buy a product or support a certain company or service. It may include flyers, newspaper or magazine ads, SMS messages, websites and of course, the radio.

Clever techniques are used to attract the consumer's attention. In this session, we are going to teach you to identify these techniques and target groups. We can only make informed choices about which products to buy if we are aware of techniques used by companies to manipulate us to buy their products.

Different advertising techniques used to attract the buyer/reader's attention to the product

A Visual Techniques

- Colourful, romantic or beautiful photos
- Different fonts (letter types and sizes) and also "funny" letters
- Exclamation marks
- Large print
- Outline diagrams and tables
- Statistics to impress the buyer
- Unusual or "funny" layout or planning of the advertisement
- Wavy lines and shapes/interesting lines and shapes in the advertisement

B Linguistic (Language) Techniques

- **Assertions** (words that convince people that buying this product will give them a healthier life, better lifestyle or better image)
- **Funny language** - like creating new words
- **Emotive language** - that will stir emotions of the reader (like "wonder product", "scientifically proven", "real", "100% pure", "new", "better", "all natural", "guaranteed results" etc.)
- **Interesting headlines** or captions
- **Puns** (play on words)
- **Repetition** of words and ideas
- **Rhetorical questions** (grab the reader's attention)
- **Slogans** - a typical phrase linked to a product

Target groups and human desires

| Target groups (who is the advertisement aimed at?) | Human desires |
|---|--|
| <ul style="list-style-type: none"> • car lovers • computer addicts • DVD and play station lovers • health conscious people • energetic shoppers • people who like travelling • gamblers • smokers • drinkers • people who like parties • moms with toddlers or babies • MANY more | <ul style="list-style-type: none"> • to be like other people • to have the latest technology • to have the latest and most expensive new products like cars • to be healthy • to save money • to be a family person • to be safe • to be protective of one's family • to be loved and have friends • MANY more |

The AIDA principle*(From: X-Kit, Essential Reference: English, PEARSON)*

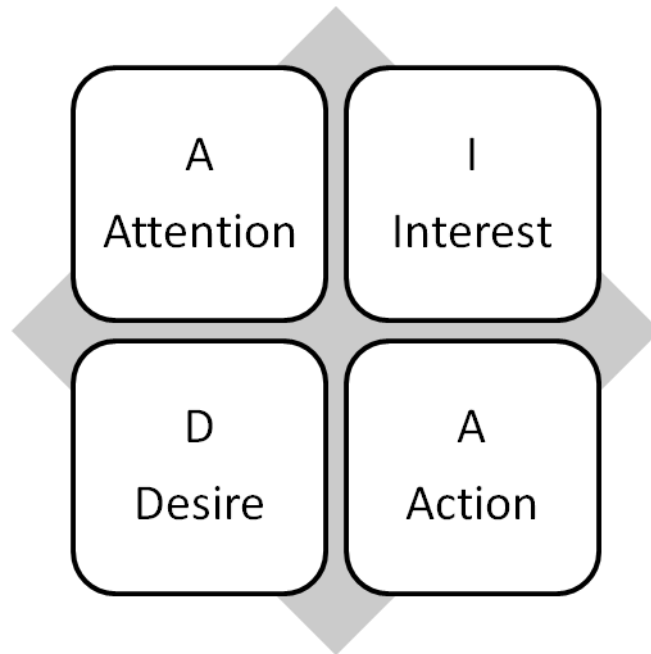
The AIDA principle says that a good advertisement must have 4 features:

A – attention - Advertisement should grab the reader's attention

I – interest – Interest of reader needs to be held long enough to read the advertisement

D– desire – Advertiser wants reader to have a desire for the product

A – action – Advertiser wants the reader to take action and order or buy the product

**SECTION C: HOMEWORK**

Learner Note: 1) PLEASE make sure that you are able to answer the questions in the allocated time frames. If you have difficulty with the homework questions, refer to the additional notes (Section B) or your class teacher. 2) You have to study the additional notes before attempting the homework questions.

QUESTION 1: 20 MINUTES*(Taken from: DoE Gr 12 Paper 1, Eng FAL, Nov. 2008)*

Look at advertisement 1 (page 15) and answer the questions below

- 1.1 Name the products being advertised. (2)
- 1.2 Why has the advertiser used the picture of a mother and her baby in this advertisement? (2)
- 1.3 State any THREE claims the advertiser makes about the products. (3)
- 1.4 Identify the **slogan** used in this advertisement, and say why it is effective. (2)
- 1.5 State whether the statement below is a FACT or an OPINION, and give a reason for your answer.

From the moment you give them life, you give them love.

(2)
[11]

QUESTION 2: 10 minutes

(Taken from: Senior Cert. Exam Eng. Primary Lang. SG, Nov 2006, Paper 1)

Look at advertisement 2 (page 16) and then answer the questions below:

- 2.1 The advertiser in this text is the *South African Revenue Service* – more commonly known as **The Revenue Services or SARS**.

How does this advertisement promote responsible citizenship? (2)

- 2.2 What do the first three drawings represent? (3)

- 2.3 Give a **literal** and a possible **figurative** interpretation of the fourth drawing. (2)

- 2.4 Correct the grammatical error in the following sentence:

The more South Africans that pay their taxes, do so, the more the country will benefit.

Write out the sentence underlining the correction you have made. (1)
[8]

| |
|--|
| SECTION D: SOLUTIONS AND HINTS TO SECTION A |
|--|

QUESTION 1: 20 minutes

- 1.1 The alliteration (repetition) of the “b” sound. ✓✓ (2)

- 1.2 ✓ Onomatopoeia – ✓ satisfaction and coolness. (2)

- 1.3 ✓ Language distortion – forming a ✓ new word “de-crinkle” (2)

- 1.4 A catchy rhyming phrase. ✓✓ (2)

- 1.5 ✓ A rhetorical question (not requiring an answer) -✓ linked to the product. (2)

[10]

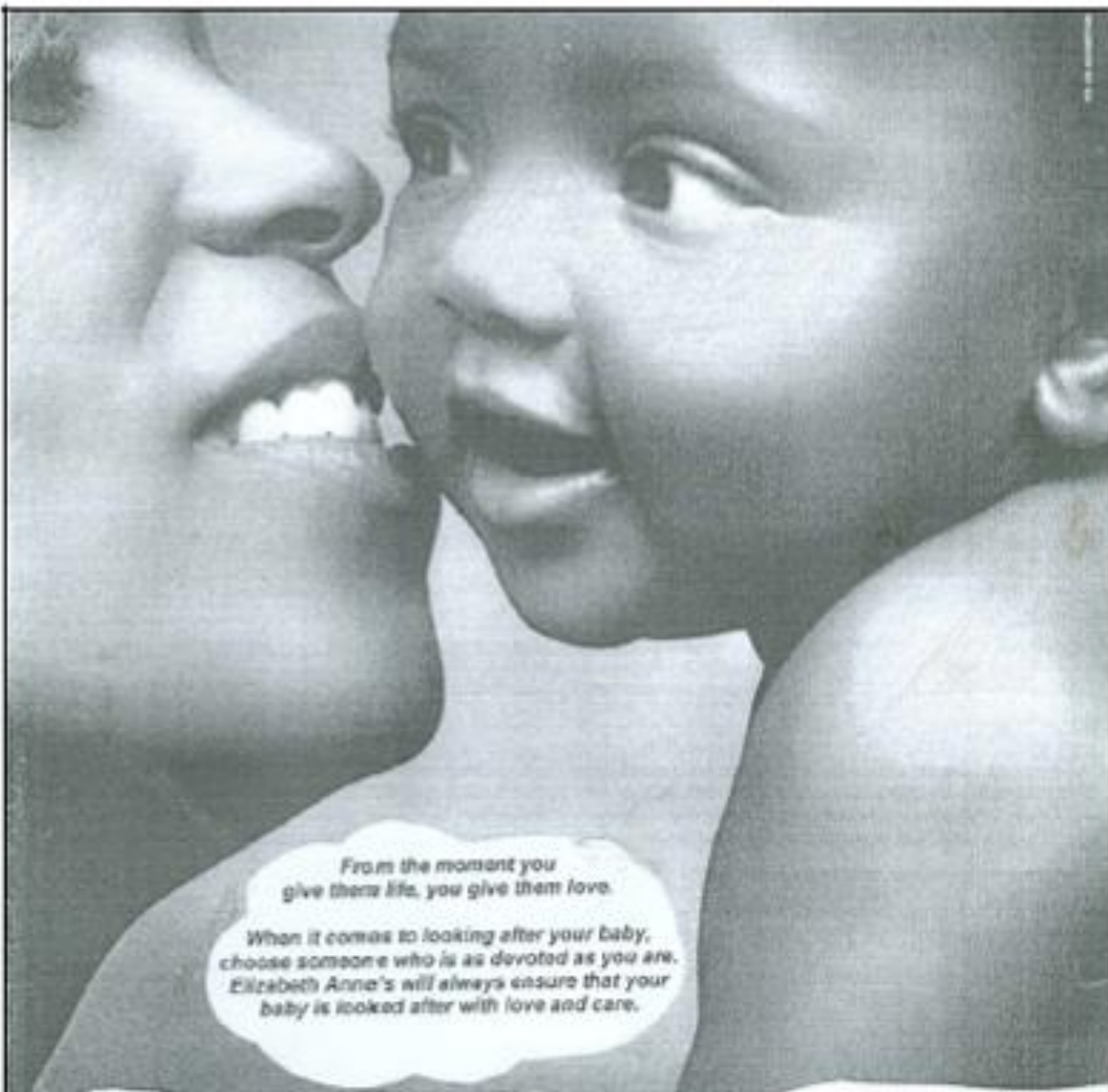
- 1.6 TABLE

| | Advertisement 1 | Advertisement 2 |
|-----------------------|--|--|
| Font | ✓ Different sizes of letters; use of ✓ capital letters; ✓ lower case for name of product (small letters) and a different fancy font used ✓; Use of a few different fonts to attract readers’ attention ✓ | ✓ Capital letters; ✓ enlarged font size in the middle; the word “discount” in small letters ✓; Vary/change font size to capture readers’ attention ✓ |
| Human desire | To have friends ✓; find loved someone to love ✓ | To save money ✓ |
| Visual feature | ✓ The centred slanting name of the product; ✓ The romantic symbols of the hearts and circles and curved line | The centred price reduction ✓ |

[Markers will use their discretion when marking this question – Marks for sensible answers]

(Font – any 7 good points Human desire – 3 points Visual feature – 5 points) [15]

Advertisement 1




From the moment you give them life, you give them love.

When it comes to looking after your baby, choose someone who is as devoted as you are. Elizabeth Anne's will always ensure that your baby is looked after with love and care.

Our Baby lotions and oils soften and moisturize delicate skin and are easily absorbed to prevent chafing while leaving your little ones smelling of that unique Elizabeth Anne's fragrance. Consultant Dermatologist and Paediatrician approved. Baby Care Line: 0800 004 755

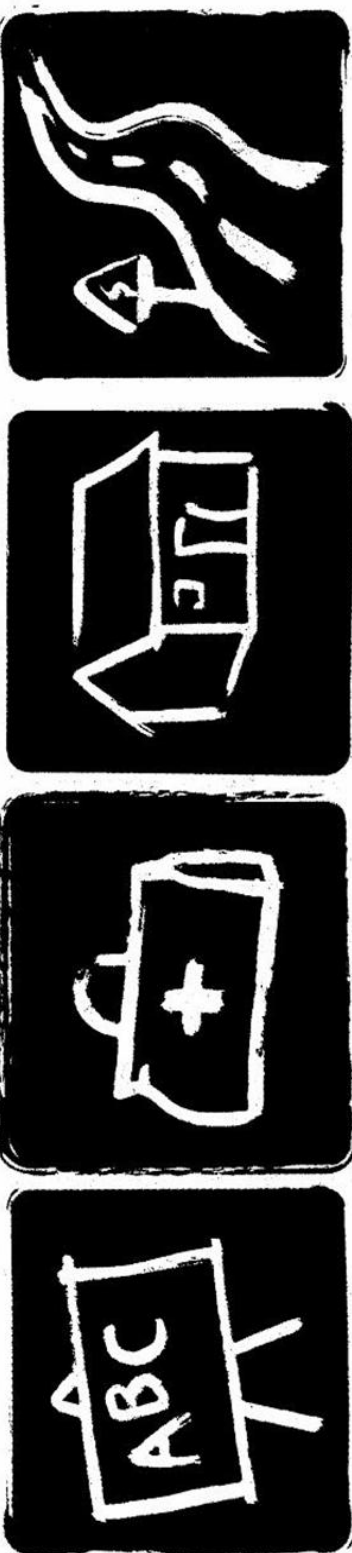
Devoted to Baby Elizabeth Anne's



Elizabeth Anne's
Baby Oil
Elizabeth Anne's
Baby Aqueous Lotion

Advertisement 2

SARS Training Unit - Service Delivery



The Real Receiver Is Our Nation.

The more South Africans that pay their taxes,
the more money we can collect for education, health, housing – all the things that matter.

In short, paying your tax is your way of building a better nation for us all.

At SARS, we're committed to helping you in every way we can.

Because the more we work together, the more reward we'll reap together as South Africans.

For more information visit SARS at www.sars.gov.za

SARS
At Your Service