HOW TO ANSWER THE COMPREHENSION QUESTION



It is important to know what techniques have been used by the writer to indicate STYLE:

1. **Rhetorical question:** requires the reader to think about the information presented or to engage/persuade the reader on the subject matter; it is asked for effect/impact

2. **One-line paragraphs:** used for emphasis/impact

3. **Emotive language:** words/phrases that stir the reader's emotions; NOT whole sentences.

4. **Anecdote:** short, personal story to engage the reader

5. **Statistics and facts:** add credibility/ authenticity to the writer's argument; to validate/support an argument

6. **Use of personal pronouns ('you', 'I', 'we'):** engages the reader; makes the reader feel involved in the subject matter presented

7. **Repetition:** repeating words or phrases for emphasis

8. **Contrast/ juxtaposition/ paradox:** highlights differences for impact/emphasis

9. **Irony/sarcasm:** adds humour or highlights criticism

10. **Use of imagery/ adjectives:** appeals to the reader by offering vivid sensory description; creates an image/picture for the reader

11. **Tone:** refers to the writer's attitude in the way information is presented (e.g. critical/hopeful/angry/sarcastic)



INTRODUCTION TO SUMMARY WRITING

GRADE 12 ENGLISH FAL

INTRODUCTION

The summary writing section of Paper 1 requires you to extract specific information directly from the text and present it in your own words as seen key points. It needs to exclude unnecessary details and be presented as a coherent, logical paragraph within a specific number of words (e.g. 90 words).

COMMON ERRORS

Some of the common errors that learners make in this section are wasting time drawing a table for points and quotes; copying sentences directly from the passage (lifting), including irrelevant information and presenting the information as bulleted points.
Instead, you must produce a coherent paragraph and not write your summary in point format. Use complete sentences to convey the main points, rather than sentence fragments or phrases. You will be penalised if you copy complete sentences from the passage as these are regarded as 'quotations'. Also, do not include irrelevant information like statistics, numbers and examples.

1.2.1 HOW TO ANSWER THE SUMMARY QUESTION

1. A good summary contains SEVEN correct points that clearly express and remain focused on the topic.
2. TBegin by highlighting the bold instruction given. Then change the instruction to a question. The question will guide on the details you should focus on. Highlight the 'answer' to your question as you read the text.
3. Using your own words, as far as possible, rewrite the points. Edit your work to make the given number of words (90). Ensure that your summary does not contain grammar, spelling or punctuation errors. Keep the focus on the topic and ensure that you have included SEVEN or more **RELEVANT points**.
4. When you have completed your rough work, rewrite your summary under the heading '**Final Work**'. Put a line through your rough work. You do not require a title for the summary. Remember to count the number of words in your final paragraph and write this in brackets, underneath the paragraph.



ROUGH WORK
Plan, select & write in your own words

→

→

FINAL WORK
Write your final paragraph and count the words

FURTHER TIPS:

1. The summary question is an easy question, and you can earn full marks.
2. If you are 'stuck' for words, try using synonyms to replace words.
3. Review the instructions and ensure that your final summary is clear and concise. Your summary must make sense to readers who are not familiar with the original text.

HOW TO ANSWER THE ADVERTISING QUESTION

GRADE 12
ENGLISH

To begin with, consider the following important aspects when studying an advert as a text:

1. **Target audience**
   Who is the advert aimed at? (e.g. teenagers, parents, professionals, etc.) Why? Refer to the language, visuals and product type.

2. **Purpose**
   What is the aim/intention of the advertiser? Is it to persuade, inform, sell a product, or create awareness?

3. **Theme / Main idea**
   What makes the advert stand out or memorable? Look for a catchy slogan.

4. **Layout, design and visual elements**
   How is the text arranged? Is the advert cluttered or clear? Look at the text to used and font sizes. What images are used? How are the images placed in the advert? Consider foreground images. How do the visuals support the message?

5. **Language and tone**
   What words or phrases are used to make the advert appealing? Look for stylistic techniques used to persuade the reader, such as emotive language, rhetorical questions, repetition, onomatopoeia, idiomatic expressions, hyperbole and personal pronouns. Is the advert serious, humourous or urgent?

6. **Persuasive techniques**
   What persuasive techniques are being used to appeal to the reader? These may include celebrity endorsement, the bandwagon technique, emotional appeal and avance.

7. **Logo and branding**
   Is the company name, product or logo clearly visible? How does it create brand recognition?

8. **Effectiveness**
   Does the advert achieve its purpose or intention? Is the message clear and convincing?

9. **Your response**
   What is your overall impression of the advert? Would it persuade you? Give reasons for your response.

ANALYSE IT.
ANSWER IT.
ACE IT.

INTRODUCTION TO THE CARTOON QUESTION

INTRODUCTION

This section will help you to succeed in answering Question 4 of Paper 1,.

COMMON MISTAKES

Many learners lose marks in this question because their answers merely describe what they see in the cartoon frame, rather than explaining what is happening in the frame. Another common error is that learners ignore important visual clues like facial expression and body language.

WORDS HAVE POWER!



TWO KEY SELF-CHECK QUESTIONS

Ultimately, what you are reading the carbon text, ask yourself:

1. What is the message or intention of the cartoon? How is this message or intention conveyed? What techniques is the cartoonist using to convey this message? (Irony / sarcasm / pun)

EXAMINATION PREPARATION ADVICE

To prepare for answering this question in the NSC examination, practise answering as many past examination papers as you can. Then prepare your answers with the suggested answers in the marking guidelines.

1.4.1 HOW TO ANSWER THE CARTOON QUESTION

To begin with, consider the following important aspects of the cartoon as a text:

1. Who are the characters?
2. Where is the scene taking place? Look at the setting, environment and context of the cartoon.
3. What is happening in this situation? Look at the verbal and visual cues.
4. **What is the emotion or attitude of the characters shown?** Look at facial expressions and body language.
5. **How is the message of the cartoon?** How is this conveyed, for example through irony, satire, exagoration or anti-climax?

It is important to know whether the question requires you to focus on verbal cues, visual cues, or both.

OBSERVE → **IDENTIFY CUES** → **EXPLAIN MESSAGE**

VERBAL CUES

- **Speech bubble:** Reveals the character's attitude or feelings in that tituation
- **Thought bubble:** Reveals the internal thoughts of the character
- **Caption box:** Give a background information or sarcastic commentary
- **Labels:** Reveal stereotypes or information related to the context or situation

VISUAL CUES

- Facial expression: Reveals the character's feelings in context, linked to tone or attitude. Examples: raised eyebrows = surprise, frown = anger, frustration or annoyance
- **Body language:** Reveals the character's feelings in context, linked to tone or attitude. Examples: slouched = boredom, arms crossed = stubbornness
- **Symbols:** Visual representations, for example a light bulb = an idea and chains = restrictions
- **Movement or indicator line:** Indicates direction or speed
- **Exaggeration:** Big heads, tiny character or oversized props can create humour or drama.
- **Setting or background:** Reveals the context or environment

HOW TO ANSWER THE EDITING QUESTION

GRADE 12

A word of advice: many learners overlook the importance of Question 5 in Paper 1 and tend to leave it for the end, which can result in leaving it out altogether. If you feel confident about most of the required responses, it may be a good idea to answer this question **FIRST**.

You may answer the questions in any order, as long as your work is numbered correctly.

Suggested approach: skim through the text and then go straight to the questions. Respond to all grammar questions in the context of the passage.

This section focuses on a limited number of aspects that learners find challenging. There are many other grammar aspects that you **MUST** revise before writing Paper 1.

READ
Read the passage carefully.

IDENTIFY
Identify the grammar issue.

APPLY
Apply the correct grammar rule.

CHECK
Check your answer for accuracy.

CONCORD

Concord, also known as subject-verb agreement, refers to the agreement between a verb and its object and verb. The verb is a singular, first-person pronoun, verb, and a plural subject requires a plural verb. Concord ensures that sentences are grammatically correct and make sense.

PRONOUN USE

PRONOUN USE

In this context, 'you' and 'yourself' are first-person pronouns and 'one' is an indefinite pronoun. The pronoun occurs in the 1st person pronoun 'one' does not agree with the singular, first-person pronoun 'you' or 'yourself'. All pronouns in the sentence must refer to the same person. **Change 'one' to 'you' or 'yourself' to keep the** pronouns consistent.

ACTIVE AND PASSIVE VOICE

In the active voice, the subject performs the action.
Example: Liz, the subject, played, the action, the piano.
In the passive voice, the subject receives the action.
Example: The piano was played by Liz.
In the passive voice, the focus shifts whoPerform the action to who or what receives it, as a subject changes.

ACTIVE VOICE	PASSIVE VOICE
Subject does the action. Example: Ls. (tz, the subject), played, the action, the piano.	**Subject receives the action.** Example: The piano **was played by Liz**.

SENTENCE TYPES

1. **Simple sentence:** consists of one independent clause.
2. **Concound sentence:** combines two or more independent clauses using coordinating conjunctions.
3. **Complex sentence:** consists of a main clause and a subordinate clause connected by a subordinating conjunction.
4. **Complex-compound sentence:** combines elements of both compound and complex sentences.

KNOW THE RULES. APPLY WITH CONFIDENCE. SCORE WITH SUCCESS!

Punctuation Marks

Period

It is used at the end of a declarative sentence.

Question Mark

Use a question mark after an interrogative sentence.

Apostrophe

It indicates possession and contractions.

Exclamation Point

Exclamation point shows strong emotions and commands.

Comma

This is to separate items in a series.

Quotation Marks

These go with pairs that mark the beginning and end of a quote.

Hyphen

The hyphen joins words serving as a single adjective before a noun.

Colon

It is used to introduce a list before the final clause.

Parentheses

These are used for information that are too essential to omit.



PARTS OF SPEECH

Noun

A word that represents a person, place, thing, or idea.
Examples **: Dog, city, book, love**
The **dog** chased its tail in circles.

Verb

A word that describes an action, occurrence, or state of being. Examples **: Run, eat, sleep, is**
She **love**s to **run** every morning.

Adjective

A word that modifies or describes a noun or pronoun.
Examples **: Beautiful, tall, delicious, happy**
The sunset painted a **beautiful** scene across the sky.

Adverb

A word that modifies or describes a verb, adjective, or another adverb. Examples**: Quickly, very, well, gently**
He ran **quickly** to catch the bus

Pronoun

A word used in place of a noun to avoid repetition.
Examples **: He, she, they, it**
John said **he** would be here soon.

Preposition

A word that shows a relationship between a noun or pronoun and another word. Examples **: In, between**
The book is **in** the drawer.

Conjunction

A word that connects words, phrases, or clauses.
Examples **: and, but, or, so**
Sarah likes to read **and** write.

Interjection

A word or phrase used to express strong emotion.
Examples **: Wow, oh no, yay, oops**
Yikes! I accidentally spilled coffee on my laptop.

