



JENN

Training and Consultancy

The path to enlightened education

SUBJECT: ENGLISH FAL

GRADE 12

2026 WINTER CLASSES

LEARNER CONTENT MANUAL

Topics

COMPREHENSION

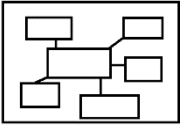
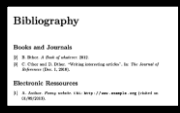
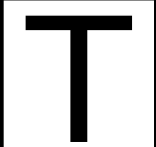
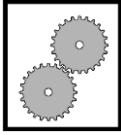
VISUAL LITERACY

LANGUAGE



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1. ICON DESCRIPTION

 MIND MAP	 EXAMINATION GUIDELINE	 CONTENTS	 ACTIVITIES
 BIBLIOGRAPHY	 TERMINOLOGY	 WORKED EXAMPLES	 STEPS

SUBJECT	English FAL
DAY	1
LESSON	1
TIME ALLOCATION	60 Minutes

2. COMPREHENSION.



Understanding and answering comprehension questions effectively requires more than simply reading the passage — it demands clear thinking and careful engagement with the text. According to the Paper 1 IM report of the NSC 2025 Examinations, many learners struggle to *use their own words* when responding, which leads to copying from the passage and losing marks. Others find it difficult to *give text-based opinions*, forgetting that an opinion must still be supported by evidence from the passage. Additionally, they also struggled with the level 3 questions (inferencing), especially the medium and difficult questions in this category. Finally, *open-ended questions* require you to think critically, justify your viewpoint, and still remain grounded in what the text says. Mastering these skills will help you answer comprehension questions confidently and accurately.

How to answer comprehension questions using own words.

Using your own words means explaining the idea from the text without copying the original sentence directly. You show that you understand the information and can express it in a new way. Examiners reward this skill because it proves comprehension, not merely copying.

Below are practical strategies and examples to help learners succeed.

1. *Learners must be able to Identify the key idea before rewriting.*

They should read the sentence and ask:

“What is the main point here?”

Once they know the main idea, they can express it differently.

Example:

Text: “The company introduced flexible working hours to improve employee well-being.”

Question: Why did the company introduce flexible working hours?

Weak answer (often copied from the text): To improve employees well-being.

Stronger answer (own words): They wanted workers to feel healthier and happier.

2. *Learners must be able to replace words with synonyms (similar words).*

They must learn how to change important words without changing their meaning.

Example:

“increase” → “**raise**” or “**grow**”

“difficult” → “**challenging**”

“because” → “**since / as**”

Text: “The journey was exhausting because the road was damaged.”

Own-words answer: The trip was tiring as the road was in a poor/bad condition.

3. Learners must change the structure of the sentence.

You can either start the sentence differently, join ideas or split long sentences into shorter ones.

Example:

Text: “Learners struggled to finish the exam on time since questions were lengthy.”

Own-words answer: The long questions made it hard/difficult for learners to complete the exam on time.

4. Learners must also summarise instead of repeating everything.

If the text uses many words, they must give the same meaning in fewer words.

Example:

Text: “Due to the unexpected and severe storm, many outdoor events had to be cancelled to ensure people’s safety.”

Own-words answer: The storm forced organisers to cancel outdoor events for safety reasons.

5. Learners must avoid lifting phrases directly from the text

Even if they change one or two words, lifting large chunks loses marks.

Instead of copying: “...the growing number of unemployed youth...”

They must write: ...more young people do not have work...”

How to Answer Inference Questions in Comprehension.

Inference means reading between the lines.

Learners use clues from the text and their own understanding to work out what is suggested but not said directly.

Examiners love inference questions because they show whether you truly understand the text—not just the words on the page.

Step-by-step strategy for inference questions

1. Learners must understand what an inference question is.

Inference questions require learners to think carefully and find the hidden meaning that is not directly stated in the text.

2. Look for clues in the text, ask yourself:

What is the text hinting at?

What details or actions give me a clue?

What does the writer not say directly, but wants me to understand?

Highlight or underline helpful words or sentences.

3. Combine the clues and your knowledge.

It is important that learners must not guess randomly — their answers must be based on:

🔍 **the clues they find in the text**

PLUS

🔍 **their own understanding and reasoning to formulate the answer BUT
the answer must be supported by the passage.**

This is where your reasoning comes in.

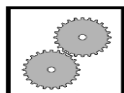
4. Give a clear, short explanation

Give answers that:

- make sense.
- can be supported by the text.
- go beyond what is written.

SUBJECT English FAL
DAY 2
LESSON 1
TIME ALLOCATION 30 minutes

2.1 WORKED EXAMPLES 1.



Example 1: “When the teacher announced a surprise test, Neo’s face dropped and he avoided looking at his classmates.”

Exam-style questions:

1.1 How does Neo feel after the teacher’s announcement?

Answer: Neo is anxious/worried.

The text does not directly say how Neo feels, but his actions suggest his emotion. The clues given in the text are “face dropped” and “avoided looking at his classmates”.

1.2 Explain why Neo avoids looking at his friends.

Answer: Neo does not want his friends to see how nervous he is as he probably does not know the work/has not paid attention in class.

The text does not directly state the reason for Neo’s reaction. Learners have to infer the answer from Neo’s reaction after the announcement of the surprise test.

Example 2: The company donated blankets to the community but refused to reveal the names of the sponsors.”

Exam-style question:

2.1 Why do you think the company chose not to reveal the names of the sponsors?

Answer: The sponsors probably requested it as they wanted to remain anonymous.

The text does not directly state the reason, but the clue is found in “refused to reveal”.

2.2 What might be the reason why the sponsors do not want their names to be revealed?

Answer: The sponsors may have been more interested in helping people than receiving praise.

The reason is not directly stated in the text. The learner must use their own reasoning to work out a possible explanation.

SUBJECT	English FAL
DAY	2
LESSON	2
TIME ALLOCATION	40 Minutes

How to give text-based opinions (open-ended) in comprehension.

In the exam, when a question asks for your opinion, it does not mean you can write anything you feel.

A text-based opinion means:

 **You give your view,**

AND

 **You support it with evidence from the passage.**

Examiners award marks when you show that your answer is connected to the text, not made up from personal experience alone.



1. Start with your opinion

This is what you think about the idea in the text.

Use phrases such as:

“I think...”

“In my view...”

“I believe...”

“It seems to me that...”

But remember this is only half of the answer.

2. Support your opinion with evidence from the text

This is the part learners often forget.

Learners must show WHY they think so, using information the text gives.

This is how they might support their answer:

“*This is because the text says...*”

“*The passage shows that...*”

“*According to the text...*”

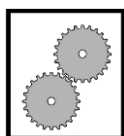
“*In the passage, it is stated that...*”

Formula for full marks:

Firstly, state your opinion and secondly, explain your opinion which must be linked to the text. This combination earns you the 2–3 marks in comprehension questions.

SUBJECT	English FAL
DAY	2
LESSON	3
TIME ALLOCATION	30 minutes

2.2 WORKED EXAMPLES 2.



Example 1

Text:

“Social media has become a major source of stress for many teenagers. Many learners feel pressure to look perfect online and constantly compare themselves to others. Some teenagers also worry about receiving negative comments or not getting enough likes on their posts. As a result, many young people experience anxiety and low self-esteem.”

Question:

Social media negatively impacts on teenagers. Social media is the cause of teenagers’ low self-esteem.

Do you agree with this statement? Discuss your view.

Strong Answer:

I agree. The text explains that teenagers feel pressure to look perfect online and constantly compare themselves to others. This can make them feel insecure about themselves. The passage also mentions that teenagers worry about negative comments and not getting enough likes, which may cause anxiety and low self-esteem.

Why this is strong:

- Gives a clear opinion.
- Uses evidence from the text.
- Explains the effect of social media logically.

OR

I disagree. Although the text shows that social media can cause stress and low self-esteem, it is not the only cause. Teenagers may also experience pressure

from school, family, or friends. In some cases, social media can motivate teenagers to improve themselves or achieve their goals.

Why this is strong:

- Acknowledges the text.
- Gives a balanced viewpoint.
- Extends the discussion thoughtfully.
- Still connects to ideas raised in the passage.

Example 2

Text:

“The author argues that reading for pleasure improves creativity. People who read regularly are often exposed to new ideas, different perspectives, and imaginative worlds. According to the passage, reading encourages critical thinking and helps readers develop original ideas. However, some learners believe that creativity can also be developed through practical experiences, educational activities, and engaging with study materials.”

Question:

Reading is more important than practical experiences to develop creativity. Discuss your view.

Strong Answer:

Yes, reading opens your mind to a vast new world of creativity. It even improves your ability to think critically of the feasibility to implement these creative ideas whereas practical experiences limit your scope of creativity

Why this works:

- The learner does NOT copy the text.
- The answer develops the ideas independently.
- The response is still grounded in:
 - “different perspectives,”
 - “imaginative worlds,”
 - “critical thinking,”from the passage.

OR

No, although you learn new creative things by reading stories, it does not imply that you will have the knowledge to implement. By merely reading, creative ideas will be ‘born’ but practical experience is necessary to bring these ideas to life.

Why this works:

- The learner interprets and extends the passage.
- The response uses the text's mention of "practical experiences".
- It demonstrates evaluation and reasoning rather than copying.

Example 3

Question

Discuss the suitability of the title, ...

When answering the question on the suitability of the title, learners must consider the following:

- Never copy a sentence from the text – rather use inference which will lead to own interpretation.
- Always use a clue from the passage – this will show the marker you're not guessing.
- Keep your answer focused and logical, avoid long stories by sticking to what the text suggests.

Use phrases like "This suggests that...", "This implies that...", "We can conclude that...", "This indicates that...", etc..

SUBJECT	English FAL
DAY	3
LESSON	1
TIME ALLOCATION	60 minutes

The PEE method of answering open-ended questions.

In Grade 12 English First Additional Language (EFAL) Paper 1, comprehension questions often ask you to agree/disagree or say "Yes/No" to a statement, followed by a request to substantiate your answer. Using the PEE method (Point, Evidence, Explanation) ensures you secure the full marks by providing a structured, logical argument.

Here is how to use the PEE method to answer "Yes/No" questions in the EFAL comprehension text:



EXAMPLE TEXT 1:

Technology continues to shape the future in remarkable ways. Scientists are developing new medical treatments that could cure illnesses faster than ever before, while digital devices allow people from different countries to communicate instantly. Many experts believe that these advances will improve people's quality of life and create a better future for society. The author explains that technology "holds the promise of eradicating diseases within a decade" and also "offers unprecedented connectivity" across the world.

Question: Do you agree that the author is optimistic about the future of technology? Discuss your view.

Follow the following steps (actions):

(i) **PEE - Point** (The Yes/No part of the answer – does not carry any marks)

Action: Directly answer the question with a clear "Yes," "No," "I agree," or "I disagree."

Tip: Do not start with a long explanation. State your position immediately based on the text.

Your Answer: Yes, I agree that the author is optimistic.

(ii) **PEE - Evidence** (The quote part)

Action: Provide direct evidence from the text to support your point.

Tip: Use quotation marks (optional) for direct quotes. Choose evidence that directly links to the point you just made.

Example Answer: Yes, I agree that the author is optimistic. The author states that technology "holds the promise of eradicating diseases within a decade" and "offers unprecedented connectivity."

(iii) **PEE - Explanation** (The "Why" part)

Action: Explain how your evidence supports your "Yes" or "No" point.

Tip: Use your own words to connect the quote to your initial point. Explain why this quote shows optimism.

Example Answer: *Yes, I agree that the author is optimistic. The author states that technology "holds the promise of eradicating diseases within a decade" and "offers unprecedented connectivity." This shows optimism because the phrases "promise" and "unprecedented" suggest a positive, forward-looking view of technology rather than fear of it.

REMEMBER: If the response is NO, the same steps can be followed to formulate your answer.

EXAMPLE TEXT 2:

Climate change is becoming a serious problem around the world. Rising temperatures, droughts, and floods are affecting many communities. Young people are becoming more involved in environmental campaigns because they want to protect the planet for future generations. Schools and organisations are encouraging recycling, saving water, and using renewable energy. Although solving climate change will take time, many people believe that small actions can still make a big difference.

Question: Do you agree that young people can help fight climate change? Discuss your view.

(i) PEE – Point (The Yes/No part of the answer – does not carry any marks)

Action: Directly answer the question with a clear “Yes,” “No,” “I agree,” or “I disagree.”

Tip: Do not begin with a long explanation. Clearly state your opinion first.

Example Answer: Yes, I agree that young people can help fight climate change.

(ii) PEE – Evidence (The quote part)

Action: Provide evidence from the paragraph to support your answer.

Tip: Choose evidence that clearly supports your point. You may use quotation marks for direct quotes.

Example Answer: Yes, I agree that young people can help fight climate change. The paragraph states that young people are “becoming more involved in environmental campaigns” and that “small actions can still make a big difference.”

(iii) PEE – Explanation (The “Why” part)

Action: Explain how the evidence supports your answer.

Tip: Use your own words to explain why the quotation proves your point.

Example Answer: Yes, I agree that young people can help fight climate change. The paragraph states that young people are “becoming more involved in environmental campaigns” and that “small actions can still make a big difference.” This shows that young people are taking action to protect the environment and that their efforts can positively impact the future.

EXAMPLE TEXT 3:

Use the PEE method and answer the following question:

Many schools require learners to wear uniforms every day. Some people believe uniforms create discipline and help learners focus on their schoolwork instead of fashion. Uniforms can also make learners feel equal because everyone dresses the same way. However, others argue that uniforms prevent learners from expressing their individuality. Despite these different opinions, school uniforms remain common in many schools.

Question: Do you think school uniforms are beneficial for learners? Discuss your view.

SUBJECT	English FAL
DAY	3
LESSON	2
TIME ALLOCATION	60 Minutes: 20 minutes (writing) and 40 (remedial)

3. ACTIVITY ON COMPREHENSION

Read TEXT A and answer the set questions.

TEXT A



INFLUENCERS: THE MODERN ENTREPRENEUR

1. You might ask yourself the question, 'Are influencers entrepreneurs?' The answer is not as simple as you may think, because although there are quite a few similarities, there are also some key differences between them.
2. Social media influencers are individuals who utilise social media platforms to build their own personal brand¹ or influence their followers to buy products, support a brand or vacation in a certain location. They share anything with their followers, from clothes and beauty products to DIY renovations. While it might seem like senseless fun, some influencers are making significant amounts of money from their connection to their fans, making them the modern entrepreneur.
3. Entrepreneurs are people who organise, manage, and take on the risks of a business. They often start a new business in response to a perceived need for a service. An influencer, on the other hand, is someone who has the power to affect or change people and their behaviour through social media. Influencers who start their own business certainly fall under the definition of an entrepreneur, as they are managing their business and taking on risks. Are they fulfilling a need? Many would say yes, as companies can target highly specific groups that might be missed by traditional advertising, through employing an influencer.
4. One area where entrepreneurs and influencers differ the most is in their processes of starting a business. Nearly all traditional businesses have start-up costs, which go toward buying materials to create goods, equipment to manufacture items or provide a service, or office space. Entrepreneurs do not always have to put their own savings into a business because they could receive start-up funds from outside investors, often in exchange for part ownership of the company. Influencers, on the other hand, have fewer start-up costs, although it can vary according to the influencer's speciality. Beauty and fashion influencers may have to get new clothes, buy the latest makeup, or hire a professional photographer to start out, while others only need their

social media accounts and a smartphone. Additionally, one of the costs that apply to starting a business – like renting office space – do not apply to influencers, as many work from home.

5. Building a brand is critical for both influencers and entrepreneurs, but they do it in different ways. Entrepreneurs build their brands slowly over time as they create their business. First, they determine what sets their brand apart from others, then they figure out how to communicate that to consumers. While a lot of brand-building happens before a company goes to market, some of it happens when the product or service hits the marketplace and gets feedback from the consumers.
6. For entrepreneurs, the profit-making product or service comes first, and the brand comes second. Influencers also develop their brand over time, but because their brand is their personality, it must be honed² and proven to be appealing to followers before there can be a profit stream. Influencers know how their personalities are different from other influencers. They develop a message to reach and gain followers, then monetise³ it through partnering with brands. For them, brand comes first, and the service of reaching followers comes second.

[Adapted from www.nationalgeographic.com]

GLOSSARY:

personal brand¹ – is the image customers have of your business

honed² – to make something perfect or completely suitable

monetise³ – to earn money from something

1. Refer to paragraph 1.

Why does the writer start the passage with a question? (1)

- 2.1 Refer to paragraph 2.

In your OWN words, explain what a 'social media influencer' is. (2)

- 2.2 Why is the following statement FALSE?

Influencers are restricted to products that can be sold. (1)

3. Refer to paragraph 5.

Explain why it takes longer for an entrepreneur to build a brand. (2)

4. Refer to paragraph 6.

Explain why 'brand comes first' for an influencer. (2)

5. Discuss the suitability of the title, 'INFLUENCERS: THE MODERN ENTREPRENEUR'. (2)
- 6 Do you agree with that becoming an influencer is a profitable career choice? Substantiate your answer. (2)

[12]

SUBJECT	English FAL
DAY	4
LESSON	1
TIME ALLOCATION	60 minutes

4. VISUAL LITERACY

According to the Internal Moderator's report of 2025, it is clear that while learners demonstrated commendable effort in answering the paper, their responses to the visual literacy section reveal persistent and notable challenges. Learners must engage with visual texts which require interpretation, deduction, and evaluation. The questions increase in cognitive demand and test deeper understanding beyond literal recall.

Techniques to be considered when answering questions on advertisements.

What is advertising?

Advertising is a message designed to promote a product / service / idea. These messages are shown to the public via the media by means of newspapers, magazines, radio, television, billboards, flyers, and more.

Techniques in advertising:

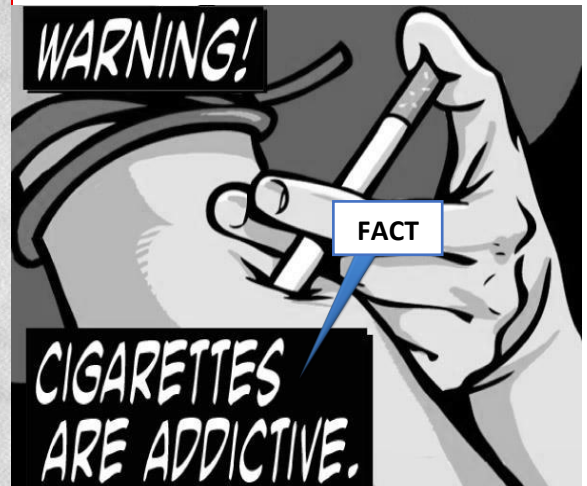
- Emotive and persuasive means
- Repetition
- Celebrity endorsement
- Bandwagon (suggesting everyone is using the product)
- Loaded words
- Facts and statistics
- Humour
- Fear appeal
- Slogan
- Testimonials
- Visual images and colour
- Special offers
- Target audience appeal

- Exaggeration (Hyperbole)

These techniques are used to attract attention, create interest, create a desire and spur consumers into action to buy the product (AIDA principles).



[www.google.com]



[www.google.com]

Target Market

This is the group of people that an advertisement is trying to reach. This group may be divided into age, gender, social status and activities. Advertisers use the fact that buyers classify themselves to create **adverts to appeal** to those classified groups. For an example: teens, computer geeks, stay-at-home mothers, jetsetters, corporates, amongst others.

Classroom practice:

Who are the target markets of these products:



[www.google.com]

People who are interested in skin care products/want to look after their skin.



[www.google.com]

People who like fried chicken/ fast foods

- Vocabulary (technical words, slang, simple language, persuasive “buzzwords”)
- Slogans and phrases (“family-friendly”, “for young professionals”, “budget-savvy”, etc.)

C. Product clues

Learners must look at the following hints:

- Who needs this product?
- Who would benefit from it?
- Who can afford it?
- Who is most likely to use it regularly?

D. Purpose of the advertisement.



To raise awareness about road safety.

[www.google.com]

- The advertiser may target parents, adults, or workers if the purpose is to inform.
- The advertiser may appeal to emotional needs of a specific group.
- The advertiser may target parents, communities or specific age groups if the purpose is to raise an awareness.

Learners must then match the purpose to a likely audience.

SUBJECT	English FAL
DAY	4
LESSON	2
TIME ALLOCATION	60 minutes

How to identify the relevance of the visual text.

The relevance of the visual refers to **how the picture, illustration, symbols, colours, layout, and design support the message, the**

product, the target market, and the overall intention of the advertisement.

Learner must understand that the visual is chosen for a purpose, not randomly.

The key question should be: “Why this picture for this advert?”



[www.google.com]

The visual is relevant if it strengthens the advert’s message, appeals to the target audience, and complements the written text.

A. Visual relevant to the product.

Does the image show the product in use?

Does it highlight a key benefit?

Does it visually demonstrate what the product claims to do?

Example: a sports drink advertisement shows an athlete sweating which reinforces the idea of energy, hydration, and performance.



[www.google.com]

B. Relevance to the target market

Link to visual clues like age of people shown, clothing or lifestyle, activities and environment (gym, office, home, outdoors).

Example: A picture of a young student using headphones appeals to teenagers or young adults.



[www.google.com]

C. Relevance to the message and purpose of the advertisement.

Learners must learn to identify whether visuals support the message (e.g., safety, beauty, power, convenience), matches the tone (fun, serious, dramatic, inspirational) or helps persuade the consumer emotionally or logically.

Example: an advert promoting eco-friendly products uses nature imagery to reinforce the message of environmental care.



[www.google.com]

D. Relevance to the Written Text

Learners must be able to connect the picture to the slogan or body text:



[www.google.com]

If the text talks about "freedom", the picture might show open landscapes.



[www.google.com]

If the text describes "luxury", the visual may show elegant or expensive settings.

This is how learners can use a structured answer to respond to a question on the relevance of the picture.

These are the three-step approach to the response:



[www.google.com]

1. *Identify the visual element.*

e.g., The visual shows a smiling child.

2. *Connect it to the product/message*

e.g., The advertisement suggests that eating a good breakfast, such as Rama, helps children have a bright and successful future.

3. *Explain why it is relevant?*

e.g., The happy expression creates a positive feeling and shows that the child is healthy, energetic, and hopeful about her future. This supports the message that a nutritious breakfast can help children achieve their dreams.

SUBJECT	English FAL
DAY	5
LESSON	1
TIME ALLOCATION	40 minutes

Strategies learners can use to answer the question on whether the advertisement is successful (product effectiveness) or not (open-ended).

An advertisement is successful if it attracts attention, communicates a clear message, persuades the target audience, or encourages action (buying, believing, changing attitude).

Learners must be aware that they are NOT giving opinions, they are proving effectiveness using evidence from the advertisement.”

FOUR aspects learners can use to evaluate the effectiveness of the advertisement:

Purpose – What is the purpose of the advert?

Message – Is the message clear and memorable?

Persuasive techniques – What techniques are used to influence the audience?

Target market – Is it suitable for the intended audience.

NOTE: Learners should refer to at least 2–3 aspects in their answer.

The PEE Method:

PEE = Point – Evidence – Explanation

“The advertisement is successful because ... (POINT).

This is shown by ... (EVIDENCE).

This appeals to the target audience because ... (EXPLANATION).”

Typical examination-style questions :

Model question 1:



[www.google.com]

“Do you think the advertisement is successful? Substantiate your answer.”(2)

Model Answer 1:

The advertisement is successful because it clearly targets young, active people. The use of two famous young sports persons creates credibility and admiration. The action images attract attention and create excitement.

As a result, the target audience is persuaded to associate the product with energy and vitality.

Why this works – there is clear judgement, it refers to visual and language features and mentions target market which are linked to persuasion.

Model question 2:



[www.google.com]

“Do you think the advertisement is successful in persuading people to stop drinking while driving? Substantiate your answer.” (2)

Model Answer 2:

The advertisement is successful as it shocks the audience into changing their behaviour. The image of the damaged car and emotional language create fear, this makes the consequences of drunk driving clear. The message is memorable and effectively discourages dangerous behaviour.

Strong points:

Emotional appeal identified, effect on audience explained and there is a clear link to purpose.

Common mistakes that learners must avoid:

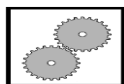
- ⊗ "I like the advert."
- ⊗ Retelling what the advert shows.
- ⊗ Personal opinions with no evidence.
- ⊗ Ignoring target audience.

Replace the above with the following:

- ☒ Evidence-based judgments.
- ☒ Advert features.
- ☒ Persuasive impact.

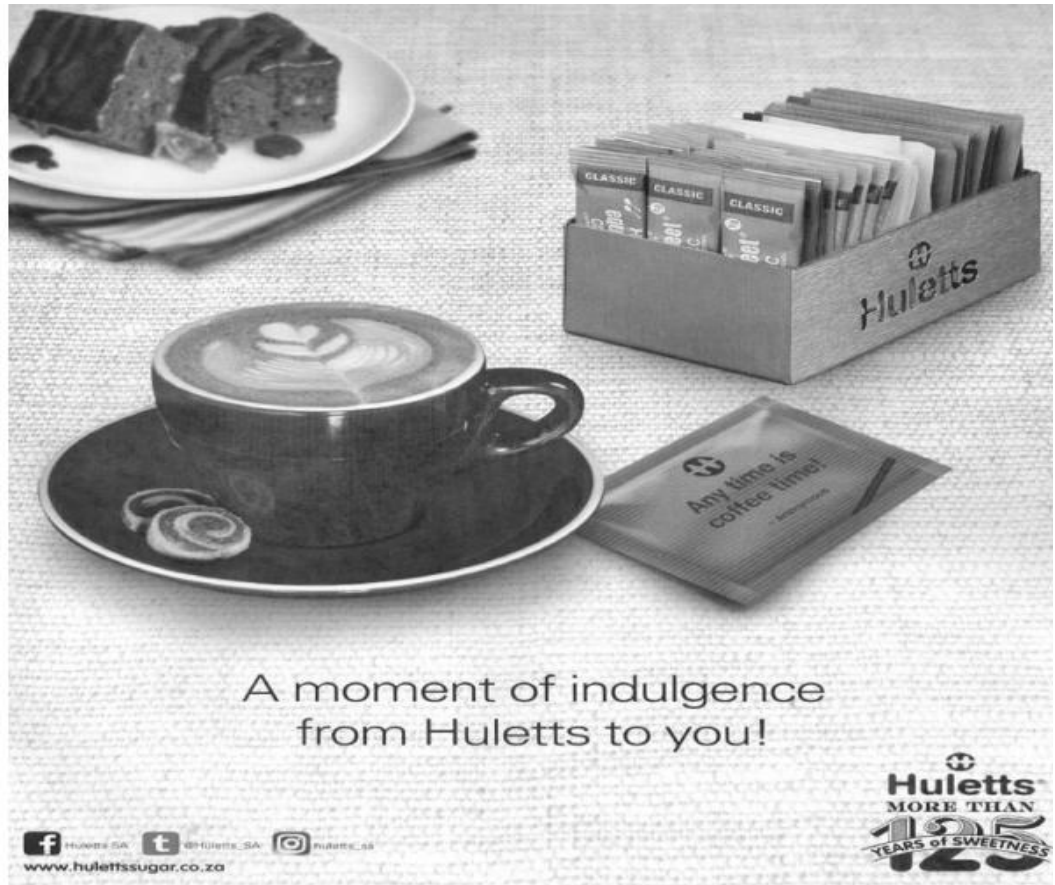
SUBJECT English FAL
DAY 5
LESSON 2
TIME ALLOCATION 30 minutes

4.1 WORKED EXAMPLES 3.



Study TEXT B and answer the set questions:

TEXT B



[Source : www.dbe.gov.za]

3.1 To whom would this advertisement appeal? (1)

Answer: To people who enjoy sweet foods/cake/hot beverages. ✓

NOTE: The question refers to the target market.

3.2 The box to the right of the cup contains sachets of sugar as well as artificial sweeteners. Why has the advertiser included artificial sweeteners?

NOTE: Think of possible reasons why the advertiser would do this. (1)

Answer: To offer a healthier/ alternate option. ✓

3.3 Refer to the headline, 'A moment of indulgence from Hulett's to you!'

Choose the correct answer to complete the following sentence:

In the context of the advertisement, the word 'indulgence' means ...

A tolerance.

B sympathy.

C understanding.

D enjoyment. (1)

D enjoyment. ✓

3.4 Refer to the headline, 'A moment of indulgence from Huletts to you!'

How do the visual aspects support the headline, 'A moment of indulgence from Huletts to you!'?

NOTE: In your answer you must refer to the visual aspect as well the words in the headline. Find the connection and explain it.

Huletts provides the opportunity to have moments of enjoyment through a slice of cake/a cup of coffee/biscuits/the presentation. ✓✓

(2)

OR

The picture of the box of sugar and artificial sweeteners shows that these products from Huletts make the enjoyment of a slice of cake/a cup of coffee/biscuits possible, even for the health conscious. ✓✓

3.5 Why has the advertiser included the words, 'MORE THAN 125 YEARS OF SWEETNESS'? State TWO points.

NOTE: Refer to the mark allocation.

To emphasise how old the company is.✓/ To emphasise how reputable the company is. ✓

(2)

3.6 Does this advertisement convince you to purchase Huletts products? Substantiate your answer.

NOTE: Refer to the mark allocation.

Answer the question with YES or NO. Give reasons for your answer. Remember the PEE method and to refer back to the text.

(2)

Yes. The advertised products can be used in different ways e.g. coffee. The company has been in existence for more than 125 years and is therefore, reliable. The advertiser has also included artificial sweeteners which are the alternative to sugar for people who are health-conscious/have diabetes.

OR

No. Sugar and sweeteners are health hazards and can cause harm/diseases to the body. Products with large amounts of sugar can cause diseases, e.g. diabetes.

NOTE: The above are merely examples. Do not award a mark for Yes or No. Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

SUBJECT English FAL
DAY 5
LESSON 3
TIME ALLOCATION 50 Minutes: 20 minutes (Writing) and 30 minutes (Remedial)

4.2 ACTIVITY ON ADVERTISEMENT



Study TEXT C and answer the set questions.

TEXT C

HOW TO ENTER

- BUY ANY OROS PRODUCT
- WHATSAPP A PICTURE OF YOUR TILL SLIP TO 086 100 7674
- FOLLOW THE PROMPTS

[Source: www.google.com]

The text in small font reads as follows:

HOW TO ENTER

- BUY ANY OROS PRODUCT
- WHATSAPP A PICTURE OF YOUR TILL SLIP TO 086 100 7674
- FOLLOW THE PROMPTS

3.1 Who is the target audience in this advertisement? (1)

3.2 What is the slogan of the advertisement? (1)

3.3 Identify TWO visuals that the advertiser uses to convey the idea of summer. (2)

3.4 WhatsApp a picture of your till slip to 086 100 7674.

Use a homonym for the word slip in a sentence of your own. (1)

- 3.5 Quote ONE word from the advertisement which means the same as 'escape' (1)
- 3.6 Why is it important to WhatsApp a picture of your 'till slip'? (1)
- 3.7 Why do you think 'ISLAND GETAWAY' is written in a larger font than 'INSTANT AIRTIME'? (1)
- 3.8 Does the advertiser succeed in convincing readers to buy this product? Substantiate your answer. (2)
- [10]

5. CARTOONS.

SUBJECT	English FAL
DAY	6
LESSON	1
TIME ALLOCATION	60 minutes

Techniques to be considered when answering questions on a cartoon.

Approaching Grade 12 English First Additional Language (EFAL) cartoon questions requires a blend of visual literacy skills and textual analysis to understand the humour, satire, or message conveyed. Cartoonists use specific techniques to make a point, and examiners will test your ability to interpret these visual and verbal clues.

Introduction

The DBE diagnostic analysis of Grade 12 English First Additional Language (EFAL) learner responses indicates notable weaknesses in the interpretation of **speech bubbles** in cartoon and visual texts. Learners experience difficulty in analysing **contrasts in body language** and linking these visual cues to the spoken or thought content presented in speech bubbles. Furthermore, many learners struggle to explain how cartoonists use exaggerated expressions, posture, and dialogue to **create humour**. These challenges highlight gaps in visual literacy and inferential skills, which negatively impact learners' ability to provide well-substantiated responses in Paper 1: Language in Context.

This section will look at approaches on how to respond to these three areas of concern.

What are speech bubbles?

They are shapes resembling a balloon or bubble, which contain text representing a character's speech.

For what are speech bubbles used?

Speech bubbles do NOT only test reading. They assess understanding of context, tone and attitude (sarcasm, humour, anger, irony), relationship between speakers, language use (register, slang, punctuation), inference. (what is suggested but not said directly) Learners must read the picture and the words together to get a full understanding of how they should respond to a question.

THREE of the bubbles which are popular with examiners.

a) Normal speech bubble



[www.dreamstime.com]



[www.cdn.24.co.za]

Speech Bubble: The character's actual words spoken.

Speech bubble shows dialogue between characters. These are the words that the character says aloud.

b) Thought bubble



[www.dreamstime.com]



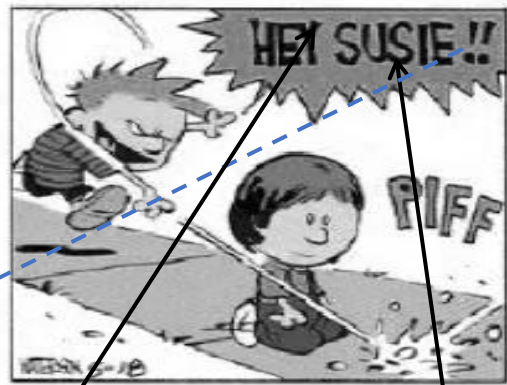
[www.cdn.24.co.za]

Thought bubbles indicate what the character is thinking – no one else hears it. Jon cannot hear what Garfield is thinking about. The words in the bubble may contradict what the other character says aloud. Learners should use words like 'reveals', 'suggests', 'indicates', 'implies' when answering questions on thought bubbles.

c) Shouting / emphasis bubble



[www.dreamstime.com]



[www.google.com]

They are characterised using capital letters (shouting/emphasis), bold text, exclamation marks (strong emotion). Questions on scream bubble focus on tone (anger, excitement, frustration) and emotional state.

It is important for learners to look at the tail of the bubble to identify the correct speaker. Many marks are lost by confusing speakers.

Learners should avoid vague answers like "It is funny" or "He is angry" when asked about the implications of the bubbles used.

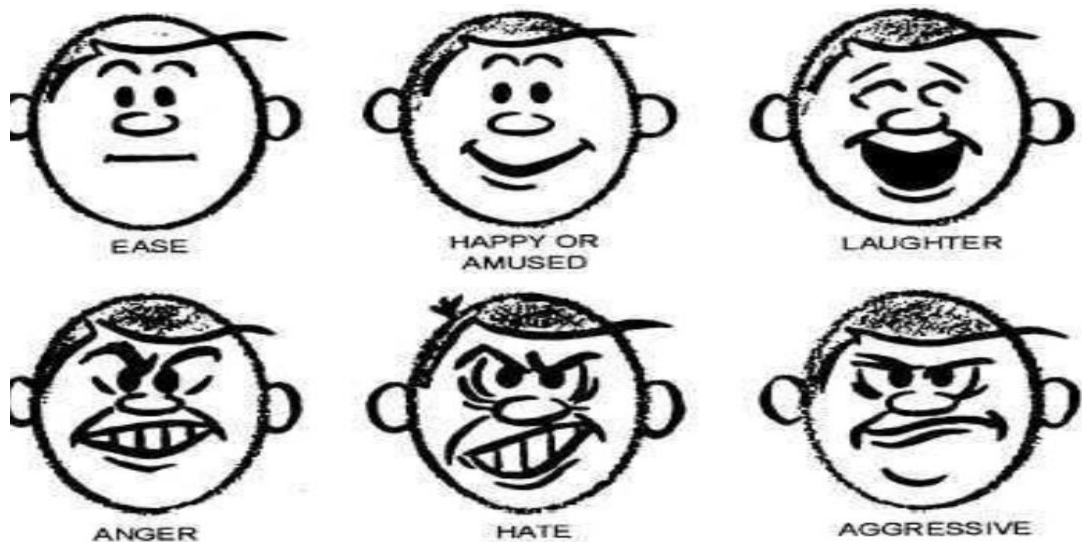
SUBJECT	English FAL
DAY	6
LESSON	2
TIME ALLOCATION	60 minutes

Approaches to answering questions on body language.

Contrast refers to **opposing** or **noticeably different** physical behaviours between characters, or between what a character says and shows physically. Body language includes facial expressions, posture (standing straight vs slouched), gestures (pointing, folded arms, hands on hips), direction of gaze and proximity to others.

Facial expression

This refers to the facial features of a character. Here learners have to describe what you see on a character's face.



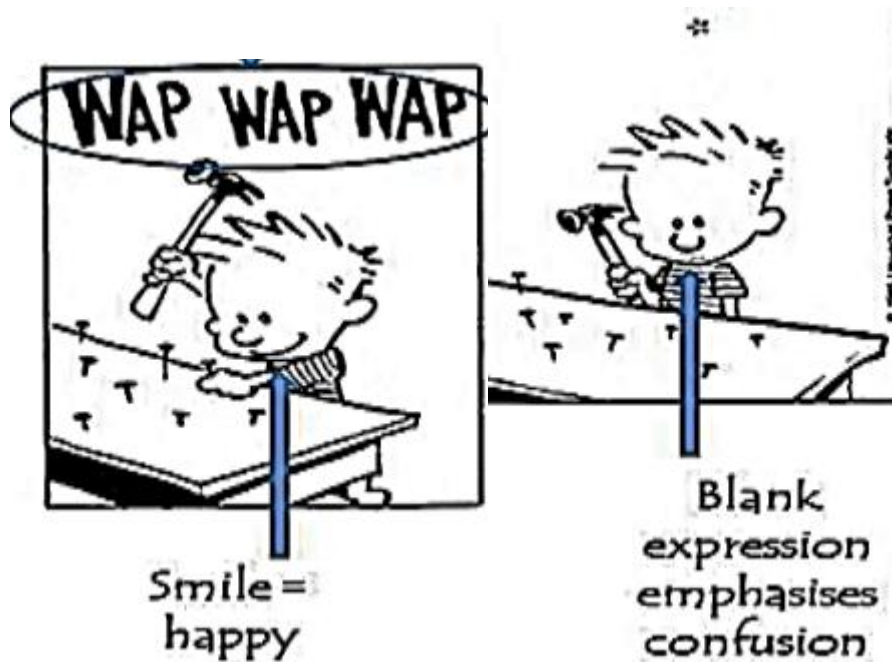
[www.pinterest.com]

Be careful when asked in the exam: *How do you know that .../ State a visual clue that...*

Avoid writing general answers: I see it in the facial expression.

Tip: Be specific: WHAT do you see?

wide open mouth, eyes wide open, eyes shut firmly, frown on the forehead, mouth turned down, wrinkly mouth



[www.pinterest.com]

FRAME 1

FRAME 2

Example question:

Refer to FRAME 1 and FRAME 2.

How does Denis's facial expression in FRAME 1 change, in comparison to FRAMES 2? (2)

Learners must describe each facial expression clearly and by specifying visual detail, not just assumptions.

An example of a strong answer: **In Frame 1 Dennis is happy, he is smiling broadly whereas/ while in Frame 2 he is confused, his face is blank. He thought the work would be easy to complete.**

Body language

It is a non-verbal communication where a character's body shows his/her emotion/reaction/response, like hands on the hips to show impatience, falling asleep during the conversation to show disinterest, swinging of arms, slouching of body etc.



[www.google.com]

Learners must be careful when asked in the exam: *How do you know that .../ State a visual clue that...* They must avoid writing general answers like I see it in the body language.

Tip: Be specific: WHAT do you see?

hands in the pockets, finger pointing at someone, hands on the hips, arms in the air, hands relaxing on the knees, hand in front of the mouth, face close to the other character's face.



FRAME 1



FRAME 2

[www.google.com]

An example:

How does Madam's body language change from FRAME 1 to FRAME 2? (2)

Learners must describe the body language clearly by specifying visual detail and not just make assumptions.

An example of a strong answer: **In Frame 1 Madam is relaxed, hands are on her hips while in Frame 2 she is surprised, her eyes are wide/ she is frowning. She did not expect the bill to be so high/ she thought the work would cost less.**

When answering this question, learners must describe the body language of the character. For an example, she is standing upright with arms raised or she is slouching with arms folded. Learners must show the difference and not just give a description.

What does this contrast suggest?

The contrast in body language highlights the change in Madam's mood.

Learners must avoid the following common errors:

- ⊗ Only describing one character
- ⊗ Not using comparative words
- ⊗ Ignoring the picture and focusing only on speech bubbles
- ⊗ Stating emotions without visual evidence

SUBJECT	English FAL
DAY	7
LESSON	1
TIME ALLOCATION	40 Minutes

How to answer the question on the creation of humour in the cartoon.

When answering a question on how humour is created in a cartoon, learners must look carefully at both the visual and verbal elements. They should identify the technique used by the cartoonist (such as exaggeration, irony or satire), refer to specific details in the cartoon, and explain why these details are funny. A good answer always explains how the picture and words work together to create humour.

Identification of the type of humour

Learners must name the technique used to create humour. Examiners reward the correct identification.

Common techniques used by cartoonists to create humour:

Exaggeration – making something bigger, worse or more extreme



[www.google.com]

“I still cannot see you, where are you?”, is an example of the use of exaggeration to create humour. Humour is created by the character having big, bulging eyes yet he struggles to see around him.

Irony – what is expected vs what actually happens



[www.nohomers.net]

The irony is that the character goes to a café expecting to order a meal and be served by a waiter. However, an internet café does not serve food, the server only allows access to the internet.

Satire – criticising society, politics or behaviour in a humorous way.

MADAM & EVE

by Stephen Francis & Rico



[www.nohomers.net]

The cartoonist mockingly criticises the serious issue of corruption/state capture by referencing the Gupta family in the title, 'The Guptas ate my Homework'.

Pun / Wordplay – humour created through double meanings



[www.google.com]

The pun is based on the word “**prime mate.**” The bear means that the monkey and his wife are good friends (‘mates’) because his wife uses his Amazon account. However, “Prime” also refers to Amazon Prime, the subscription service linked to Amazon accounts. The humour comes from the double meaning of the word “prime.”

Visual humour – humour from expressions, body language or setting.



[www.google.com]

The piece of film suggests they develop a romantic relationship. However, the reader knows that a film is usually developed into a photo in a dark room.

Stereotyping – exaggerated typical traits



Humour is created through the stereotypical perception that women love to shop and that they have a lot of fun while spending money.

Learners should always use phrases like, “The cartoonist uses exaggeration to create humour ...”

Learners must not focus only on the words, they must link what they see (facial expressions, posture, symbols) and what they read (speech bubbles, captions)

The best way is to follow the **TEE** method (perfect for a 2-mark question):

T – **Technique** – they must name the humour technique.

E – **Evidence** - quote or describe what is seen or said in the cartoon.

E – **Effect** - explain why it is funny / ironic / humorous.

Example answer:



[www.nohomers.net]

The cartoonist uses exaggeration to show how loud the man is snoring/how sound he is sleeping. He does this with the man's wide open mouth, the big 'Z' in the bubble and the relaxed posture of the man on the couch.

Learners must always explain the humour, not just identify.



[www.nohomers.net]

Weak answer:

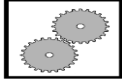
"The cartoon is funny because it is ironic."

Good answer:

The cartoon is humorous because the irony lies in Jon and Garfield's excitement to watch this movie, yet they both fall asleep while watching it.

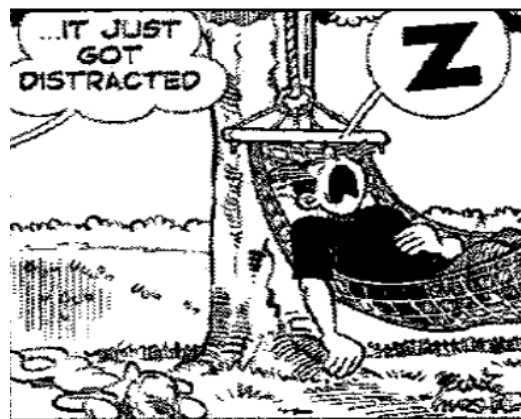
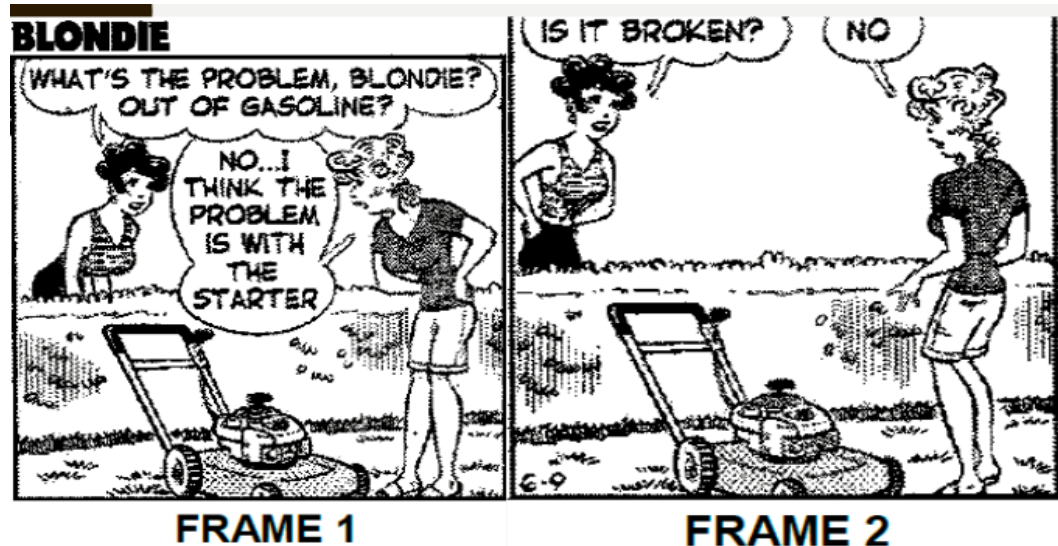
SUBJECT English FAL
 DAY 7
 LESSON 2
 TIME ALLOCATION 30 minutes

5.1 WORKED EXAMPLES 4.



Study TEXT D and answer the set questions.

TEXT D



[www.google.com]

- 4.1 4.1.1 Where does the conversation between Blondie and her neighbour take place? (1)

In the garden/outside/ along the fence between the two houses✓

- 4.1.2 State ONE visual clue which has made the neighbour conclude that there is a problem with the lawnmower. (1)

Blondie stares at the lawnmower/ leans forward/ with her hands on her hips/. The lawnmower is not being operated by anyone. ✓

4.2 State the TWO meanings of 'the starter' that Blondie is referring to. (2)

Power switch/starter of the lawnmower. ✓The husband/Dagwood/the man. ✓

4.3 Complete the following tag question: *The lawnmower is broken, isn't it?* (1)

is it? ✓

4.4 Choose the correct answer to complete the following sentence:

In FRAME 3, Dagwood is sleeping in a ...

A. bed

B. swing

C. hammock

D. cot.

(1)

C/ hammock✓

4.5 How do you know that Dagwood is fast asleep. State ONE visual and ONE verbal clue. (2)

Visual – His mouth is wide open/ His arm is hanging down limply. ✓

Verbal – The letter 'Z' (is written in large, bold font). ✓

4.6 Is Blondie's calm tone an appropriate reaction to what is happening in FRAME 3? Discuss your opinion. (2)

Yes. She does not get angry. She probably knows her husband and that he will attend to the lawn later. ✓✓

AND/OR

No. Dagwood shirks his duty to mow the lawn. She should have been angry. ✓✓

10

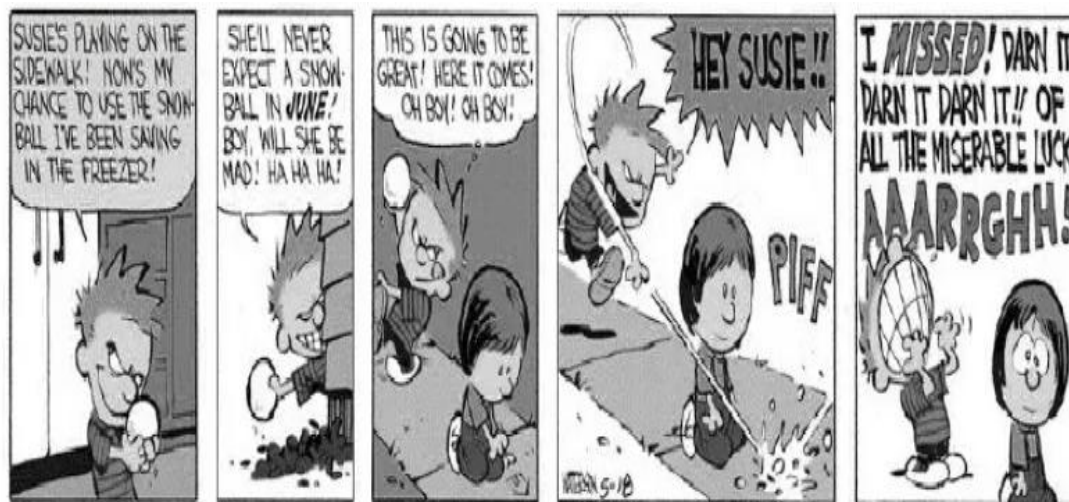
SUBJECT English FAL
DAY 7
LESSON 3
TIME ALLOCATION 50 minutes: 20 minutes (writing) and 30 minutes (remedial)

5.2 ACTIVITY ON CARTOON.



Study TEXT E and answer the set questions.

TEXT E



FRAME 1

FRAME 2

FRAME 3

FRAME 4

FRAME 5



FRAME 6

FRAME 7

FRAME 8

FRAME 9

FRAME 10

[www.scribd.com]

NOTE: in this cartoon, the boy's name is Calvin, and the girl is Susie.

5.1 Refer to FRAME 1.

“Susie's playing on the sidewalk.”

Give the reason for the use of the apostrophe in the underlined word.

(1)

- 5.2 Refer to FRAME 4.
Why did the cartoonist use this type of speech bubble? (1)
- 5.3 Refer to FRAME 5.
How does Calvin express his frustration? Refer to ONE visual and ONE verbal clue in your answer. (2)
- 5.4 Refer to FRAME 6.
Study the following sentence: 'I saved the snowball for the whole three months!'
Use a homophone for 'whole' in a sentence of your own. (1)
- 5.5 Explain how Susie's body language in FRAME 5 is contrast to her body language in FRAME 7. (2)
- 5.6 Refer to FRAME 8.
What is suggested by the word 'POW.' (1)
- 5.7 Do you think the cartoonist succeeds in creating humour in this cartoon. Discuss your view. (2)

10

SUBJECT	English FAL
DAY	8
LESSON	1
TIME ALLOCATION	40 minutes

6. LANGUAGE EDITING

Answering grammatical error questions (Question 5) in Grade 12 English First Additional Language (EFAL) Paper 1 requires a methodical approach, focusing on common errors like subject-verb agreement, tense consistency, and punctuation. The goal is to improve accuracy and ensure the text makes sense.

Strategies for identifying errors in the text.

Read for meaning before looking for errors

Learners must understand the message before correcting language.

They must read the whole text once without correcting anything.

Ask yourself: What is the text about? and When is it happening (past, present, future)?

The advantage of using this strategy.

Errors often affect meaning (wrong tense, wrong word choice). If meaning is clear, errors are easier to spot.

Use a sentence-by-sentence checking method

Learners often skip errors by rushing through the text.

It is important for learners to check one sentence at a time. Do not move on until the sentence makes sense.

Look for one type of error at a time

Scanning for everything at once causes confusion, learners must scan the text in rounds for subject–verb agreement, verb tense, pronouns, articles and prepositions, spelling and punctuation.

Use the “sound test” when studying (read aloud silently)

Many errors can be heard. Learners must practice reading sentences softly or in their heads. If it “sounds wrong”, there is probably an error.

Example: ‘She enjoy’ the movie sounds incorrect, it should be, ‘She enjoys ...’

Check subject–verb agreement carefully

This is one of the most common error types. The advice is to do the following: underline the subject (is it singular or plural). Match the verb to the subject, not the noun closest to it.

Example: The group of **learners** are excited. The subject-verb agreement in this example is on learners whereas the sentence focuses on ONE group.

Correct: The **group** of learners is excited. The subject in this example is ONE group of many learners, not one learner in many groups.

Identify time clues for tense errors.

The wrong tense is a frequent exam error. Learners must practise the following:

- yesterday, last week denote past tense.
- now, currently denote present tense.
- tomorrow, next year denote future tense.

If the tense does not match the time clue, this could mean an error.

Watch for pronoun errors

Pronouns must agree with the noun to which they refer.

Example: The teacher thanked the learners because **he** worked hard.

Correction: they

Check articles and prepositions using meaning

EFAL learners often struggle with these aspects.

Articles:

- **a / an** refers to unspecific, singular.
- **the** refers to specific or known.

Prepositions.

Look for common pairings, e.g. interested **in**, afraid **of**. **War of** terror (the kind of war raging) does not mean the same as **war on** terror (a fight to stop terror).

Look for capitalisation and punctuation clues

These are easy marks. Capital letters (names, start of sentences), full stops and commas and use of apostrophes (possession vs contractions).

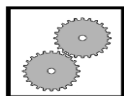
Example

The students book was lost (it is one student (was) but with no apostrophe, it is a plural form and does not indicate possession).

The student's book was lost. (Here the apostrophe indicates possession – the book belongs to one student.)

SUBJECT English FAL
DAY 8
LESSON 2
TIME ALLOCATION 40 Minutes

6.1 WORKED EXAMPLES 5.



Read the passage (TEXT F) below, which has some deliberate errors, and answer the set questions.

TEXT F

TAKE THE PLUNGE

- 1 Working out in water might just be what you are looking for. While equal workouts were once perceived as chiefly for rehabilitation, experts are now realising they could be one off the most important tools in the fitness box.
- 2 They are seeing great results for everyone – from the obese to the elite. Aqua experts know how to get the most out of pool workouts. Water workouts combine resistance training and cardiovascular exercise. Fortunately, the water's cooling effect means participants will not get hot and sweaty, even in summer. Water workouts are good for recovering after exercising as the water has a massaging effect on the muscles. 5
- 3 They are also ideal for the obese and self-conscious as bodies are not on show. People recovering from injury can still maintain a high level of fitness. Moving limbs back and forth in the water means back and front muscles are worked equal. 10
- 4 To get more from your aqua workout, move faster as this increases the strength of both the heart and muscles. Focussing on speed avoids the tendency to let the water does the work. 15

[Adapted from truelove.media24.com.]

5.1.1 Correct the SINGLE error in EACH of the following sentences. Write down ONLY the question numbers and the words you have corrected.

- (a) Experts are now realising aqua workouts could be one off the most important tools in the fitness box. (1)
of ✓
- (b) Water workouts combine resistance and cardiovascular exercise. (1)
resistance ✓
- (c) Moving limbs back and forth in the water means back and front muscles are worked equal. (1)
equally ✓

- (d) Focussing on speed avoids the tendency to let the water does the work. (1)
do ✓

- 5.1.2 Rewrite the following sentence in the passive voice: (1)
They are seeing great results.

Great results are being seen by them. ✓

- 5.1.3 Rewrite the following sentence in direct speech. (3)
Aqua experts explained they combined different exercises in each workout.

Aqua experts explained, 'We ✓ combine ✓ different exercises in each workout.'

NOTE: Award ONE mark for each underlined change and ONE mark for correct punctuation

- 5.1.4 Combine the following sentences using the word 'both'. (1)
You must use your arms while exercising.
You must use your legs while exercising.

You must use both your arms and legs while exercising. ✓

OR

You must use both your legs and arms while exercising. ✓

- 5.1.5 Study the following sentence: (2)
Success Beyond Academics was designed to provide students with a toolkit.
State the part of speech of EACH of the underlined words used in the context of this sentence.

provide – verb ✓

a – (indefinite) article ✓

[10]

SUBJECT English FAL
DAY 8
LESSON 3
TIME ALLOCATION 40 minutes

Strategies on how to tackle reported speech:

When changing from direct to indirect speech you must take note of the following.

- Use a joining word **THAT** to connect the two parts. (part 1 and part 2)
- Look at the introductory verb:

Part 1 part 2

John says: " My sister is going to school tomorrow for the first time."

introductory verb

When the **introductory verb** is in the present tense then we only change the pronouns.

eg. John says that **his** sister is going to school tomorrow for the first time.

pronoun

When the introductory verb is in the past tense then we change the pronouns, tense and the adverbs

John said: " My sister is going to school tomorrow for the first time."

pronoun tense(present continuous tense) adverb

John said that **his** sister **was** going to school the following / next day for the first time. Past continuous tense

Pronoun: my = his
Verb (Tense): Is going = was going
Adverb: tomorrow = following / next day

[www.cdn.24.co.za]

Practical examples:

5.1 Rewrite the following sentence in reported speech:

Elize said, 'I used emojis yesterday.' (4)

Elize said that she had used emojis the day before / the previous day.

5.2 Rewrite the following sentence in reported speech:

'We have a cloud hovering over our heads,' said Mario Cerutti. (4)

Mario Cerutti said that they had a cloud hovering over their heads.

5.3 Rewrite the following sentence in reported speech:

She said, 'Tomorrow I shall spend the day at the beach.'

(4)

She said that she would spend the day at the beach the following or the next day.

[www.cdn.24.co.za]

SUBJECT	English FAL
DAY	9
LESSON	1
TIME ALLOCATION	40 minutes

Strategies on how to approach active and passive

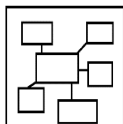
Active and passive voice

In the active voice the **subject** of the sentence **does the action**.

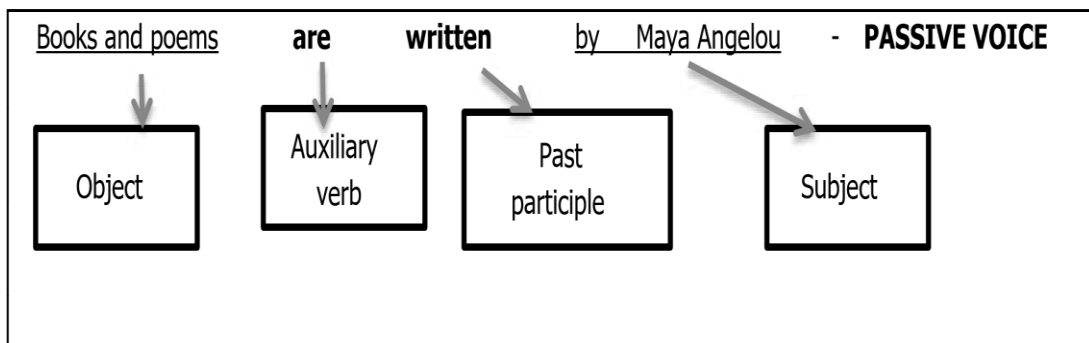
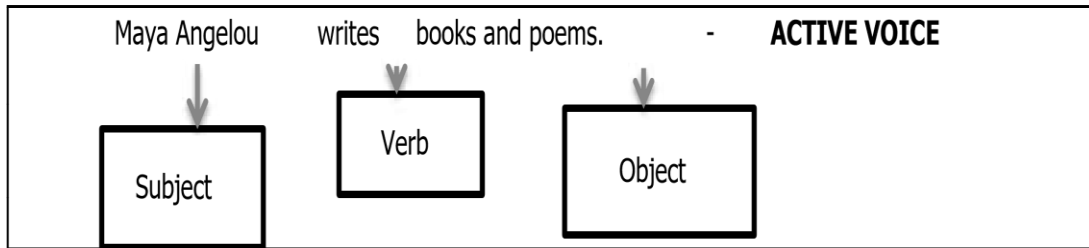
In the passive voice the **object** becomes the subject and **is having the action done to it**.

A sentence consists of 3 parts, namely: -The subject, the verb and the object

- The subject – is the main person/thing that is being spoken about.
- The verb – is the action word/doing word.
- Object – appears after the verb in a sentence, and answers who or what.



Example: Maya Angelou writes books and poems



This means that every **Passive Voice sentence** has to have an **auxiliary verb**. Study these two sentences above.

They both say the same thing but are constructed differently.

Note:

- The verb changes its **form**. It is written with a **past participle**.
- The verb always has a form of the verb **“to be /auxiliary verb”** in front of it.

Examples of sentences changed from Active to Passive voice.

TENSES	ACTIVE VOICE	PASSIVE VOICE
Present	The child breaks the glass.	The glass <u>is broken</u> by the child.
Past	She broke the glass	The glass was broken by her.
Present continuous	The child <u>is breaking</u> the glass.	The glass <u>is being broken</u> by the child
Past continuous	The child <u>was breaking</u> the glass	The glass <u>was being broken</u> by the child.
Future	The child <u>will break</u> the glass.	The glass <u>will be broken</u> by the child.

NOTE :

- How the **verb** form changes in Passive voice, i.e. The “auxiliary verb” is added in front of the verb.
- Pronouns change from the **subject form** to **object form**.

Follow the rules given below to change the following sentences from active voice to passive voice.

- Firstly, identify the **verb** and underline **it**.
- Divide the sentence into: **Subject, verb, Object**
- Begin your sentence with the **Object**.
- Use the correct **Auxiliary verb** in front of the **verb given**.
- Change the verb given to **Past participle**.

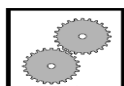
Example: Change the following sentences in the active voice to the passive voice.



(NB: in the exam you will be asked to rewrite the sentence starting with the object)

SUBJECT	English FAL
DAY	9
LESSON	2
TIME ALLOCATION	30 minutes

6.2 WORKED EXAMPLES 6.



Questions:

1.1 Mum is going to prepare the food.

Answer: The food is going to be prepared by Mum.

1.2. The delegation will meet the visitors at the airport.

Answer: The visitors will be met by the delegation at the airport.

1.3 All the workers read the memo yesterday.

Answer: The memo was read by all the workers yesterday.

1.4 The Chinese discovered acupuncture tactics thousands of years ago.

Answer: Acupuncture tactics were discovered by the Chinese thousands of years ago.

1.5 Has he given you back the book yet?

Answer: Has the book been given back to you yet?

SUBJECT English FAL

DAY 9

LESSON 3

TIME ALLOCATION 50 Minutes

**Strategies on how to answer questions on parts of speech
(Conjunctions)**

Conjunctions are connecting words that join two or more sentences into a single sentence. Conjunctions also join words, phrases or clauses.

Types of Conjunctions

Co-ordinating conjunctions

Examples: and, but, or, yet, so – easily called **ANBOYS**.

ANBOYS is an acronym that one can easily make up to remember this group of conjunctions very easily; as AN = and, B = but, O = or, Y = yet, S = so.

Co-ordinating conjunctions join two words or ideas of equal weight.

Co-ordinating conjunctions in use

Fish and chips; tired but happy

He completed the course and received a certificate.

The car was repaired but it still gave trouble.

It is your choice to go to the movies or to the restaurant.

He was in great danger, yet he never complained.

This is the easiest group of conjunctions. Usually, one simply removes the full stop of the first sentence and replaces with an appropriate conjunction to join a pair of sentences into a single sentence. For an example: My brother respects people. People respect my brother. (and) = My brother

respects people and they respect him. **One just removes what is redundant.**

Subordinating Conjunctions

Examples are: then, although, because, for, however, if, since, though, unless, until, when, whether, while

Subordinating conjunctions join a main clause to a subordinate clause:

Subordinating conjunctions in use:

They played a soccer match although a storm threatened.

You may not visit India unless you have had a Yellow Fever injection.

These conjunctions are a bit tricky, one should be very careful when using them. It is important for one to make sure that the single sentence, that is the end product, really makes sense.

Conjunctions are usually found in the middle of sentences; however, certain conjunctions may be used to begin a sentence. Examples are: although, because, since, among others.

Relative Pronouns as conjunctions

Examples are: who, whom, whose, which, that, what.

Who, whom and whose are used for persons / people.

That, which, what are used to refer to inanimate objects and animals.

That is sometimes used to refer to persons.

Relative pronouns as conjunctions, in use:

The boy could not complete his homework. He left his school bag in the bus. (whose)

The boy whose school bag was left in the bus, could not complete his homework. (Note the position of the comma)

Hedwig is the owl. He appears in the Harry Potter books. (that)

Hedwig is the owl that appears in the Harry Potter books.

Relative pronouns also perform the function of conjunctions, more like subordinating conjunctions.

Correlative conjunctions

Examples are: Both ...and..., Not only... but also, Either... or..., So... as..., Whether... or..., No sooner... than..., Rather... than..., The... the..., If... then..., As much... as..., Hardly... when..., Neither... nor...

Correlative conjunctions are pairs of conjunctions which work together to coordinate two items. These conjunctions are always used together.

Correlative conjunctions in use:

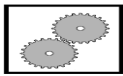
She is both intelligent and beautiful.

I will either go for a hike or stay home and watch television.

He is not only intelligent, but also very funny.

Would you rather go shopping than spend the day at the beach?

6.3 WORKED EXAMPLES 7.



1. The cookies are ----- homemade ----- yummy. (not only...but also/ such ...that)

The cookies are not only homemade but also yummy.

2. Charlotte plans to visit the Mokopane -----in March----- in April.
(sooner...than / either...or)

Charlotte plans to visit the Mokopane either in March or in April.

3. The first team did not win the tournament. The coach is devastated.
(because)

The coach is devastated because the first team did not win the tournament.

4. She ran faster. She felt weaker. (The...the...)

The faster she ran, the weaker she felt.

5. We must work very hard now. We will not be ready for examinations. (or)

We must work very hard now or we will not be ready for examinations.

6. I tried to warn my siblings about danger in that place. My siblings chose to visit that place anyway. (yet)

I tried to warn my siblings about danger in that place; yet they chose to visit it anyway.

SUBJECT English FAL
DAY 10
LESSON 1
TIME ALLOCATION 50 minutes: 20 minutes (writing) and 30 minutes (remedial)

6.4 ACTICVITY ON LANGUAGE EDITING



Read the passage (TEXT G) below, which has some deliberate errors, and answer the set questions.

TEXT G

JERUSALEMA

- 1 The gospel-themed hit is about not being left behind without hope - a sad message in 2020. In a year that has been both challenge and depleting, South Africans have managed to come out dancing.
- 2 They have inspired the rest of the world to join in. This is all thanks to music producer Master KG and his internasional hit, Jerusalema. 5
- 3 It quickly became an anthem both for South Africans and the world. The dance spread like wildfire around the globe. Everyone from fireman in Romania to wildlife conservationists in Zimbabwe took part in the dance craze.
- 4 Jerusalema managed to uplift people all through the world and encouraged them to find a reason to celebrate life. It brought joy during a time of uncertainty. 10
- 5 "It is a dance that was done by people from Angola, then Portugal followed, and it just went viral from that point," Master KG, whose real name is Kgaogelo Moagi, told Sowetan Live. 15

[Adapted from www.globalcitizen.org]

5.1.1 Correct the SINGLE error in EACH of the following sentences. Write down ONLY the question numbers and the words you have corrected.

- (a) In a year that has been both challenge and depleting, South Africans have managed to come out dancing. (1)
- (b) This is all thanks to music producer Master KG and his internasional hit, Jerusalema. (1)

(c) Everyone, from fireman in Romania to wildlife conservationists in Zimbabwe, took part in the dance craze. (1)

(d) Jerusalema managed to uplift people all through the world and encouraged them to find a reason to celebrate life. (1)

5.1.2 Rewrite the following sentence in reported speech:

Master KG said, 'My Jerusalema song has earned millions of views on YouTube.' (2)

5.1.3 Combine the following sentences into a single sentence:

The Jerusalema is a source of brightness.
The Jerusalema is a source of hope.

Begin with the following words: Not only... (1)

5.1.4 Rewrite the following sentence in the passive voice:

Both men and women can wear vellies. (1)

5.1.5 Study the following sentence:

Nowadays you can (a) wear your vellies with a (b) gorgeous floral dress or a soft, flowy skirt.

State the part of speech of EACH of the underlined words used in the context of this sentence. (2)
[10]

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