



GRADE 11 EXAMINATION  
NOVEMBER 2007

**ENGLISH: FIRST ADDITIONAL LANGUAGE: PAPER I  
READING PAPER**

Time: 2½ hours

100 marks

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**PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

1. This paper consists of 14 pages.
  2. Begin each section on a new page. Do not copy down headings for your answers. Copy down only the question numbers, making sure they are accurate. You may answer the questions in whatever order you wish, but number answers exactly as the questions are numbered.
  3. Do not hesitate to give your own judgements. Attempt to create space in which your own voice can be evident. The examiners will judge your answers on your understanding of and insight into given texts and will also assess the competence with which your answers are expressed.
  4. Be guided by the number of marks allocated to each question. Aim at concise answers that give relevant information.
  5. It is in your own interest to write legibly, and present your work neatly.
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**QUESTION 1      MAKING MEANING OF TEXTS**

**Read the passage twice before answering the questions:**

**A BURNING ISSUE**  
**Jaco Kirsten**

- 1 Autumn is looming and I trust you've all had a lovely summer. You've no doubt spent some time in the sun, enjoying its warmth. Once or twice you've probably thought, "Heck I'd better get out of the sun or I'll be a fried egg". I have bad news for you. Because of global warming you may soon start to experience this same feeling early in the month of June.
- 2 Until fairly recently I didn't give global warming much thought. Yes, occasionally I saw some reports on the melting polar ice cap, diminishing glaciers and what not. Then I just turned the chops and took another swig of beer. Let's be honest, if you're South African you have other, more pressing matters to worry about, like trying to avoid getting murdered in your own home.
- 3 Soon – exactly how soon is a matter of conjecture – it is going to affect us all. We had better start thinking about the causes and what we can do to stop it. The internal combustion engine is partly to blame. I say partially, because of a myriad of other things – such as coal power stations and believe it or not, the farts of all those millions of cattle around the world. This isn't good news for car lovers, is it? Especially not if engines as we know them are replaced by some hydrogen powered generator that looks like a cross between a liquidiser and a Sony PlayStation.
- 4 I bet my soy burger and organically grown compressed vegetable steak that some guy with a high forehead and a non-existent social life is going to come up with an engine that runs on dirt-cheap plastic bags and emits pure water instead of poisonous gasses. I'm not going to miss smelly engines if we have alternatives that are not only just as fast but also allow you to bypass filthy filling station toilets. And because you don't have to stop to tank up, owners of filling stations will have to offer you something worth stopping for.
- 5 Just about the only downside I can think of are the people who will not be able to commit suicide by gassing themselves in their cars. But they'll quickly realise that you can get the same macabre result by just going out into the midday sun without a very wide brimmed hat. Global warming. Now there's a burning issue.

[Adapted from *Top Car*, April 2007]

- 1.1 Which statement best describes the writer's intention? Give the correct letter and motivate your answer by referring to the content of the passage. (Marks will be awarded for your ability to motivate the answer by referring to the passage.)
- A. The writer's intention is to entertain but also to make people aware of global warming.
- B. The writer's main concern is to convey information about the dangers of global warming. (2)
- 1.2 What prediction does the writer make about future winters in paragraph 1? (1)
- 1.3 What generalisation does the writer make about the attitude of South Africans towards global warming? (1)

- 1.4 Read the first line of paragraph 3 and answer the following questions:
- 1.4.1 Explain why dashes have been used. (1)
  - 1.4.2 What punctuation marks could have replaced the dashes? (1)
  - 1.4.3 What does the word 'it' in the first line of paragraph 3 refer to? (1)
- 1.5 The writer indirectly suggests a future solution to the 'pollution' caused by cattle. Explain what this solution is. (1)
- 1.6 Use the information in the passage to complete the table below. Give the points in summary form and use your own words as far as possible.

The major disadvantage of a combustion engine		Three ways in which the 'new' engines will benefit the consumer or the environment	
1.		1.	
		2.	
		3.	

(4)

- 1.7 Explain how the writer uses a rather shocking idea in the last paragraph to convey his message. Say what the message is. (2)
- 1.8 Explain the literal and figurative meaning of the title. (2)
- 1.9 Answer the following questions about the use of slang:
- 1.9.1 Give two examples of slang used in the passage. (1)
  - 1.9.2 Is the use of slang justified if one considers the kind of article and the audience for which the article is intended? Motivate your answer. (1)
- 1.10 Give two examples of jargon used in the passage. (1)
- 1.11 How does the writer use stereotypes to describe:
- 1.11.1 a typical South African? (1)
  - 1.11.2 the inventor? (1)
- 1.12 Find one word in the passage that means the same as each of the following:
- 1.12.1 opinion based on incomplete information (1)
  - 1.12.2 great number (1)
  - 1.12.3 discharges or gives out (1)
  - 1.12.4 horrifying because of its association with death (1)

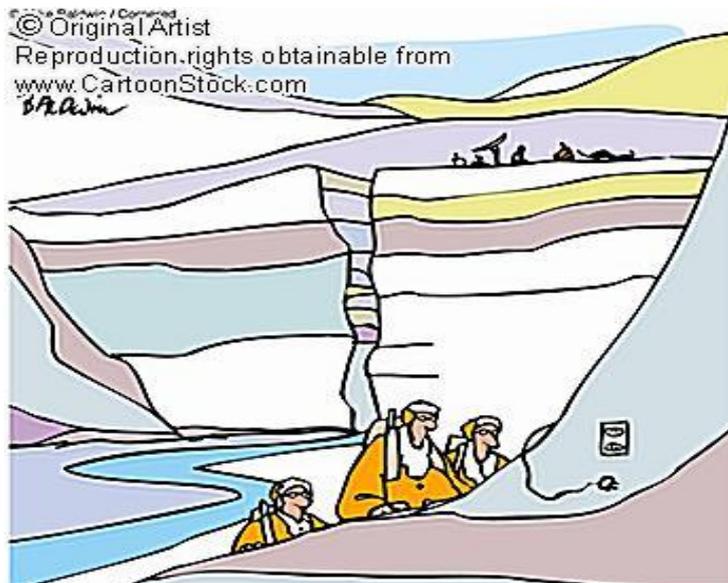
**Study the cartoons and answer the questions:**

- 1.13 What point made in the passage "A burning issue" is illustrated by the cartoon below? (2)

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- 1.14 Explain the irony in the words of the cartoon below. (2)



Thanks to a generous grant from the oil companies, scientists discover the real reason glaciers are melting.

1.15 Explain why Billy is dressed as he is in the cartoon below. (1)



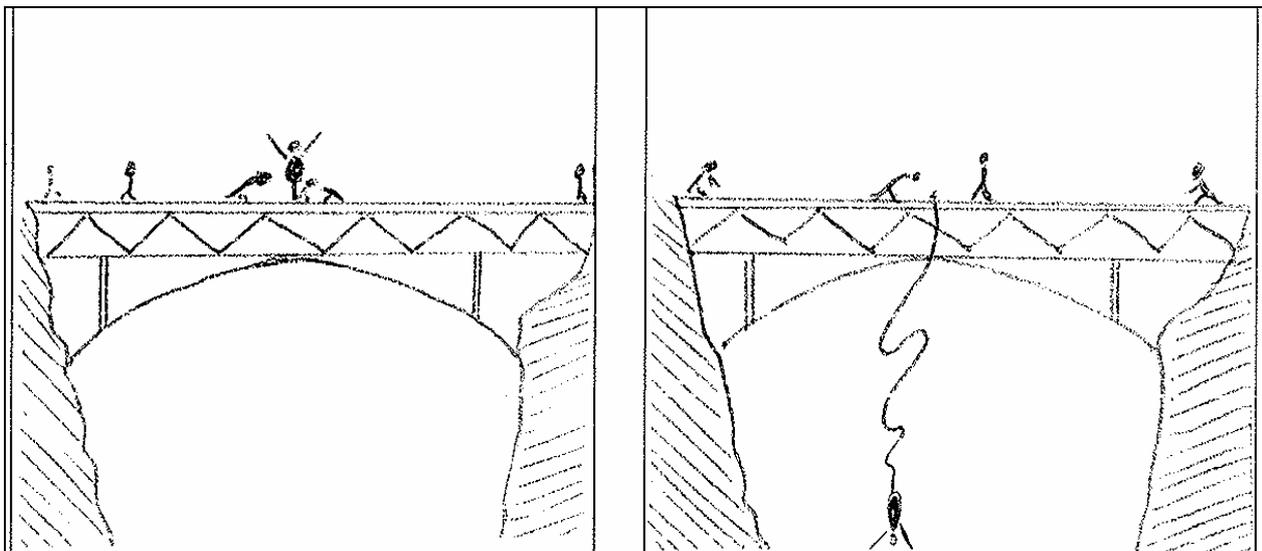
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**QUESTION 2 SHOW UNDERSTANDING BY SUMMARISING**

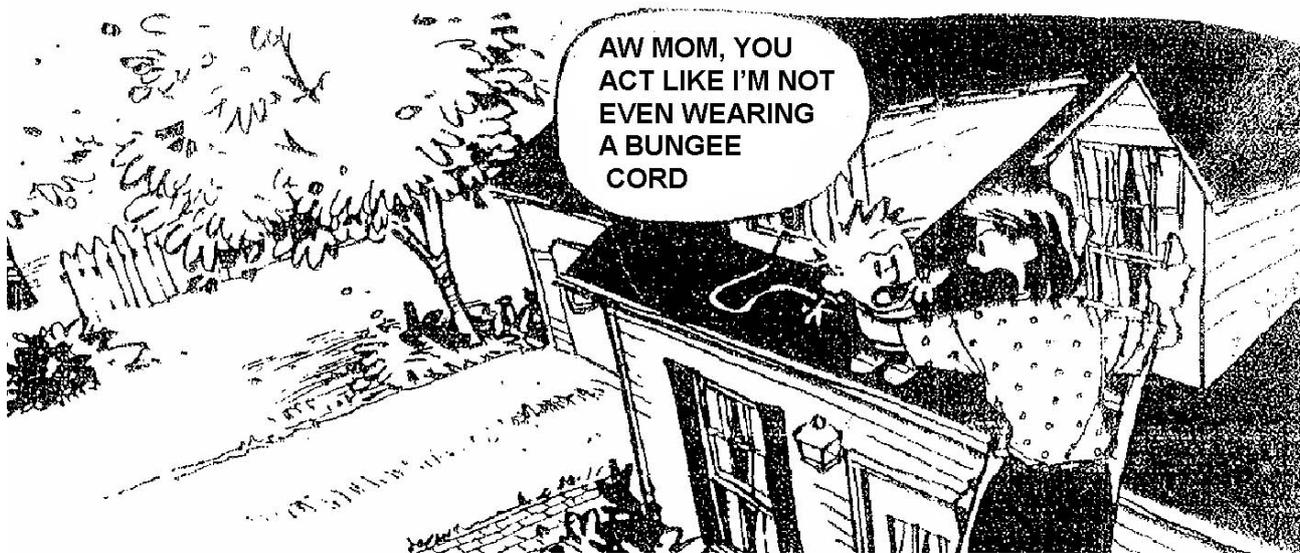
**NOTE TO THE LEARNER**

In this question you will be expected to look at the pictures given, to read a newspaper article and to retell a story in summary form. Please read the instructions on page 7 very carefully. Study the rubric that will be used to mark your work before writing the summary.

As can be seen from the picture below bungee jumping is an exciting sport in which a person jumps from a high place with a strong elastic bungee cord tied to his/her feet.



Now look at the cartoon and read the newspaper article.



### MOTHER SAVES BOY FROM JUMPING

A mother from Parkville, Mrs Grant, rescued her son aged 5, from the roof of their home yesterday afternoon.

She was at work when her neighbour phoned to say that Dennis, her son, had climbed out of a top storey window and could be seen hauling a rope onto the roof.

The neighbour, Mrs Sono, 87, was alone at the time and could not rush to the child's assistance as she is an invalid. The child was so intent on his activities that he did not pay any attention to her cries of warning.

Mrs Grant, who works at a hardware shop in the Horizon View Shopping Centre, just opposite her home, rushed out and saw her son standing on the edge of the roof preparing to jump. "On hearing my frantic cries, he paused to look at me. He seemed unaware of the danger," said Mrs Grant

According to Mrs Sono, the mother shouted to the child to stay where he was. The owner of the hardware store, Mr Deeds, saw what was happening and rushed to the young mother's assistance.

He found a ladder in the garden and helped Mrs Grant to prop up the

ladder against the house. She climbed up to where the child was standing. "Young Dennis did not want to come down and insisted that he was going to bungee jump," reported Mr Deeds. "It was only when his mother spoke rather harshly that he allowed her to grab him and bring him down."

Anthea and Dawid, the elder children in the family, reported that they had seen Dennis watching bungee jumping on a television adventure show earlier that afternoon. "Dennis asked me all kinds of questions about the sport but I did not pay much attention," Anthea said. "When I last saw Dennis, he seemed to be taking a nap on the couch. Dawid went to soccer practice and I slipped out to the shop to buy some sweets. How Dennis managed to find the rope and get out onto the roof so quickly, I do not know."

"My mother does not want me to be strong when I grow up!" was the only comment that we could get out of an angry-looking young Dennis.

[*Parkville Herald*, 23 May 2006]

**INSTRUCTIONS ON HOW TO WRITE THE SUMMARY:**

Pretend that you are Dennis's brother or sister. Use the information in the newspaper article and give a short summary of exactly what happened at your home on the afternoon that your brother tried to bungee jump from the roof.

Remember:

- Start by saying where your brother got the idea for his adventure.
- Write your summary as a paragraph.
- Your description should not be longer than 80 words.
- Mention the facts **in the order that they happened**.
- Write down the number of words you used at the end of your summary.

<b>RUBRIC – SUMMARISING A STORY</b>		
<b>Rating</b>	<b>Marks</b>	<b>Description of content of summary</b>
Outstanding	10	Events skilfully summarised. Events given in the correct order. Instructions followed. Language faultless, word limit adhered to.
	9	Events skilfully summarised. Events given in the correct order. Instructions followed. One or two minor language errors, word limit adhered to.
	8	Events skilfully summarised. Events given in the correct order. Instructions followed. Two or three minor language errors, word limit adhered to.
Meritorious	7	Events summarised in correct order. Enough detail given to follow story. No more than 4 minor language errors, word limit adhered to. Instructions followed.
Substantial	6	Most events given in the correct order and enough detail given to follow story. Language errors do not impede meaning. Word limit adhered to. Instructions followed.
Adequate	5	Candidate has succeeded in conveying the gist of the story in summary form. One or two facts may not have been mentioned or appear in the wrong order. Language errors do not impede meaning, word limit not exceeded by more than 5 words.
Moderate	4	The candidate has attempted to follow the instructions and the general story line can be followed. The meaning is not seriously impeded by language errors. The summary is too long or too short.
Elementary	3	The candidate has misinterpreted the topic slightly but some sense can be made of what has been written. The writing is poor and the word limit may not be adhered to. Instructions not followed, e.g. written in point form. Not in the first person.
Not achieved	1	Candidate has not understood the task, too many words used and language is so poor that the gist cannot be followed. Sections of article simply re-written.
	0	Total misinterpretation of task. Writing is unintelligible. Instructions or parts of the newspaper article simply rewritten.

-1 mark from the total if the number of words is not indicated or indicated incorrectly.

**[10]**

**QUESTION 3      MAKING MEANING OF POETRY****SEEN POEM**

Read the poem and answer the questions:

<b>An Irish Airmen Foresees His Death</b>	
William Butler Yeats	
I know that I shall meet my fate	1
Somewhere among the clouds above;	2
Those that I fight I do not hate,	3
Those that I guard I do not love;	4
My country is Kiltartan Cross,	5
My countrymen Kiltartan's poor,	6
No likely end will bring them loss	7
Or leave them happier than before.	8
No law, or duty made me fight,	9
Nor public men, nor cheering crowds,	10
A lonely impulse of delight	11
Drove to this tumult in the clouds;	12
I balanced all, brought all to mind,	13
The years to come seemed waste of breath,	14
A waste of breath the years behind	15
In balance with this life, this death.	16

- 3.1 Write a paragraph in which you give seven conventional reasons why people go to war according to the poem. (7 marks) Conclude the paragraph by explaining why the Irish airman decided to go to war. (3 marks) Four marks will be awarded for the structure, style and language use. (14)
- 3.2 Is the poem written in the first or the third person narrative? Explain the effect that this has on the reader. (2)
- 3.3 How would you describe the tone of the poem? (1)
- 3.4 Which two lines do not fit the rhyme scheme? (2)
- 3.5 Quote one word from the poem that means confusion or disorder. (1)
- (20)**

**UNSEEN POEM**

<b>One Often Sees a Peach Tree Grow</b>	
Phillip de Bruin	
Out where the railroad scores the Free State veld	1
One often sees a peach tree grow. On land	2
That's flat and bare and brown, a tree like this	3
Delights the eye – especially in Spring.	4
Its blossoms form a fragrant faint-pink cloud	5
That hangs like hope, above the starkness of	6
The railroad line. How good its roots should cheat	7
The iron and ash and stones and filth spat out	8
By trains ... how good – when man's misguided plans	9
Produce so much that makes for Death – how good	10
That Life should seize on careless human acts	11
(A peach stone, here, flicked from a passing train)	12
To yield inexorably, more life more loveliness.	13

3.6 Use the dictionary entry given to answer question below:

<p><b>score</b> ● n. <b>1</b> number of points, goals, runs, etc. achieved in game.  <b>2</b> (the score) <i>informal</i> the state of affairs; the real facts. <b>3</b> a group or set of twenty  <b>4</b> a written representation of a musical composition showing all the vocal and instrumental parts. <b>5</b> a line or notch scratched into a surface. <b>6</b> <i>informal</i> an act of buying illegal drugs.</p>
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Which definition matches the meaning of the word 'score' as it is used in line 1? Give only the number of the correct definition. (1)

3.7 List 5 words that describe the land or the railway line. Comment on how the description of the peach tree creates a contrast with these words. (2)

3.8 Which metaphor in lines 9 to 12 is used to describe the ... (1)

3.8.1 railway line? (1)

3.8.2 peach tree? (1)

3.8.3 Explain the likenesses between the things compared in each of the metaphors. (2)

3.9 Explain in what way the roots of the peach tree have to 'cheat' (line 7). (1)

3.10 What is the theme of the poem? (1)  
**(10)**

**[30]**

**QUESTION 4 COMMUNICATIVE LANGUAGE**

Look at the advertisement and answer questions 4.1 and 4.2.

## FREE TO GOOD HOME





Beautiful 6 week old male kitten. Ginger colored and very affectionate. Perfect childrens pet.

↔  
OR  
↔

Handsome 45-year-old husband. Good partner with excellent job. Doesn't like cats. Says he goes or the cat goes.

Call Jennifer at 014-335790. Come and see both and decide which one you'd like.

- 4.1 Find three spelling mistakes in the advertisement above. Rewrite the words correctly. (3)
- 4.2 Quote two adjectives used in the advertisement. Explain why so many adjectives have been used in the text. (3)

Look at the label below and answer questions 4.3 and 4.4.



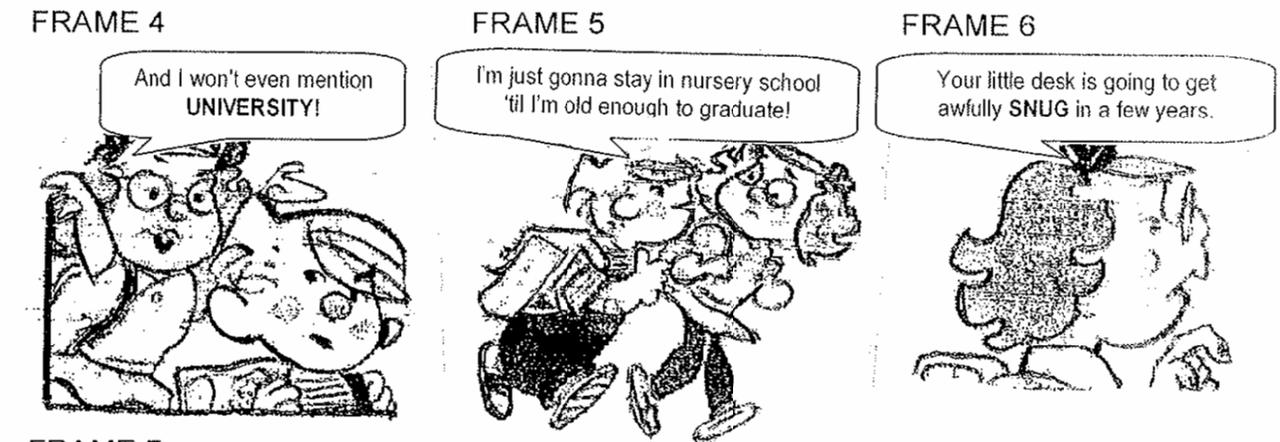
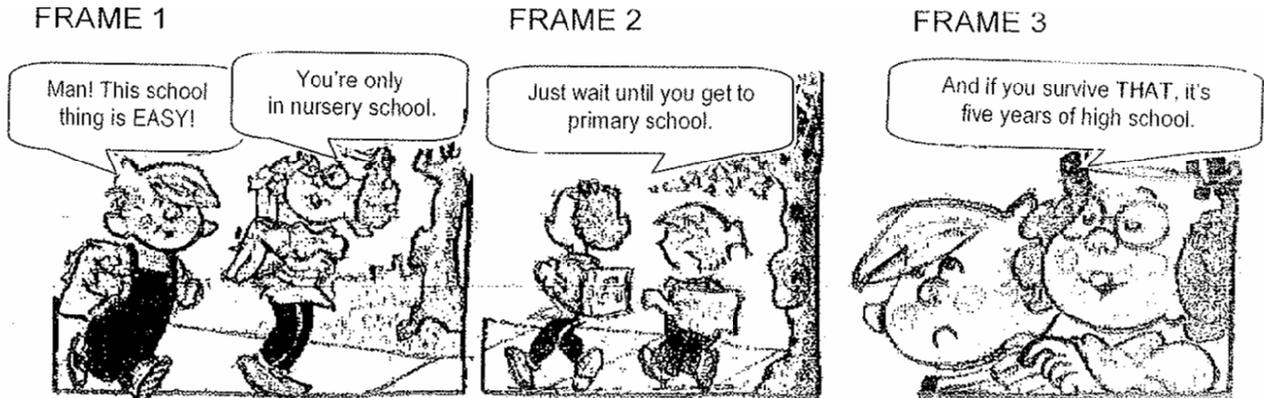
- 4.3 Complete the passage based on the information on the label by:
- giving the correct form of the word in brackets,
  - providing the missing word, or
  - choosing the correct word.

Write only the question number and the correct answer.

The garment should **4.3.1 (wash)** in warm water with the right side turned **4.3.2** \_\_. The garment is not **4.3.3 (\_\_\_)-fast**. **4.3.4 (\_\_\_)** the iron nor the tumble dryer setting should be **4.3.5 (too/to/two)** hot. (5)

- 4.4 Explain the gender bias evident in the wording on the label. (2)

Look at the cartoon below and answer questions 4.5.1 to 4.5.3.

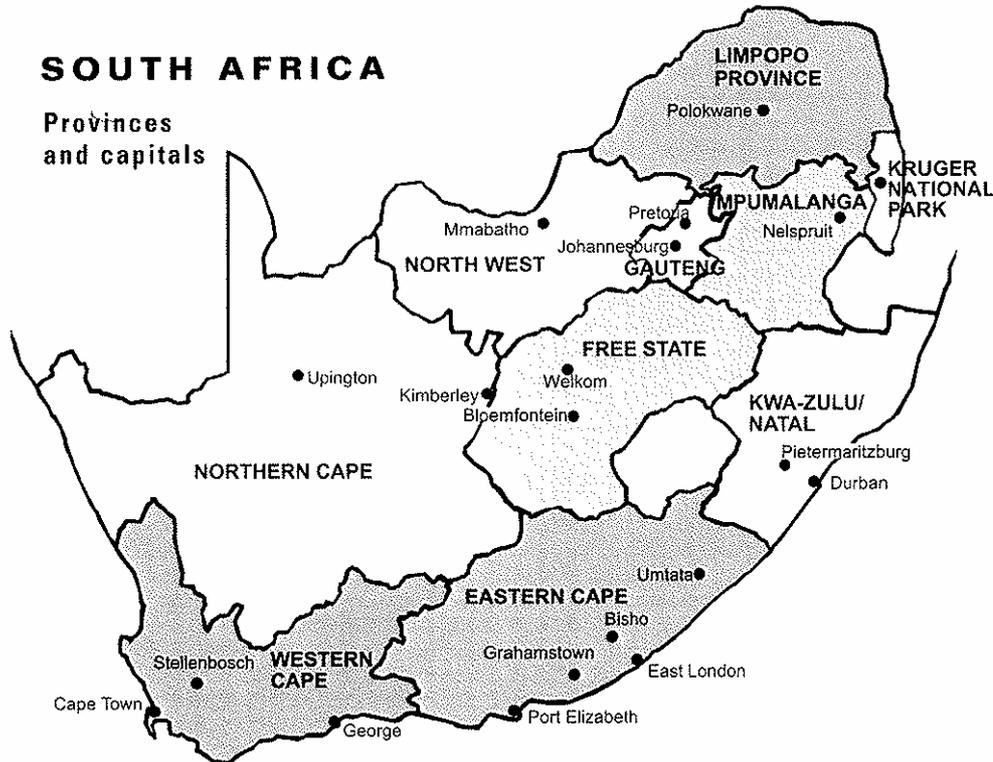


**DENNIS THE MENACE**  
BY HANK KETCHAM

Adapted from Sunday Times 14 May 2006

- 4.5.1 Rewrite Dennis's words in Frame 5 starting with the words given. Do not use the contractions that he uses but write out the words in full. He said that ... (3)
- 4.5.2 Provide one synonym and one antonym for the words 'snug' (Frame 6). (2)
- 4.5.3 Complete the sentence below. In Frame 7 she asked him if the thought of ... (2)

Use the information in the map and the table to answer the questions:



**Provinces & Capitals**

Province	Capital	Area Sq. Km	%	Population* '000	%	GDP+ %
Eastern Cape	Bisho	169580	13.9	7039	15.0	8.1
Free State	Bloemfontein	129480	10.6	2953	6.3	5.5
Gauteng	Johannesburg	17010	1.4	9018	19.2	33.3
KwaZulu-Natal	Pietermaritzburg	92100	7.6	9651	20.6	16.7
Mpumalanga	Nelspruit	79490	6.5	3220	6.9	6.8
Northern Cape	Kimberley	361830	29.7	902	1.9	2.2
Limpopo	Polokwane	123910	10.2	5635	12.0	6.7
North West	Mafikeng	116320	9.5	3824	8.2	6.3
Western Cape	Cape Town	129370	10.6	4646	9.9	14.4
<b>Total</b>		<b>1219090</b>	<b>100</b>	<b>46587</b>	<b>100</b>	<b>100</b>

**This table reads:** Eastern Cape has 13.9% of the area of South Africa, 15.0% of its population and 8.1% of its GDP.

\* Mid 2005 estimates based on 2001 Census. + Regional analysis of GDP conducted 2004.

Source: Statistics SA/South Africa Yearbook 2004/5.

Complete the statements made about the information on the table. Write only the number and the correct answers.

- 4.6.1 Northern Cape is the (\_\_\_) province in terms of size but it has (\_\_\_) people than any other province. (2)
- 4.6.2 Gauteng is (dense) populated than Mpumalanga. (1)
- 4.6.3 Limpopo lies the (far) north and the Free State is probably the (central) province. (2)

- 4.7 Complete the passage by:
- filling in the missing word,
  - giving the correct form of the word in brackets.

I had a conversation with a wise man recently that really struck a cord. Without realising the impact **4.7.1 (\_\_\_)** his words, he said to me, "You know, I am a great believer in **4.7.2 (grateful)**. If we all expressed a little more thanks and we would be much **4.7.3 (\_\_\_)** stressed."

So when **4.7.4 (\_\_\_)** I last give thanks I wondered? When last was my day free of the daily irritations and stresses? Thinking about it I realised that people who **4.7.5 (grateful)** to the people around them and the opportunities they get are usually also happy and successful.

(5)

**[30]**

<b>Total: 100</b>
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