BERGVLIET HIGH SCHOOL

GRADE 9

ENGLISH HOME LANGUAGE

Comprehension, Summary and Language

NOV 2022

Task 10

Marks: 70

Time: 1½ hours

Examiner: N. Ebrahim

Moderators: English Department

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR SECTIONS:

   SECTION A: Comprehension (25 marks)
   SECTION B: Visual Text (15 marks)
   SECTION C: Summary (10 marks)
   SECTION D: Language in context (20 marks)

2. Read ALL the instructions carefully.

3. Answer ALL the questions.

4. Start EACH section on a NEW page.

5. Rule off after EACH section.

6. Number each answer exactly as the question is numbered.

7. Leave a line after EACH answer.

8. Pay special attention to spelling and sentence construction.

9. Use the following time frames as a guideline:

   SECTION A: 30 Minutes
   SECTION B: 20 Minutes
   SECTION C: 15 Minutes
   SECTION D: 25 Minutes

10. Write neatly and legibly.

SECTION A:

QUESTION 1: COMPREHENSION

Refer to **TEXT A** below and answer the questions that follow.

Formal language isn't the ideal

1. Most people think of formal language as the ideal form, with less formal versions being a flawed or generally worsened form of the formal language. It's a stance that many people (including me, prior to studying linguistics) take without even thinking about it: obviously, formal language is *the* language, and informal language is its cheap imitation.

2. Since that might be going against ingrained opinion, let me make an analogy using fashion. Obviously, formal clothing can make people look really good for a gala event. But if you're hoping to play a game of backyard rugby, they're terrible because they restrict your movement, and you'll be unwilling to join into a dogpile because you'll never get the blood and mud out.

3. Do not misunderstand me: formal language is often more appropriate. One wouldn't, for instance, write an academic paper in informal English and expect it to be accepted. (Much as a well-worn T-shirt wouldn't be worn by one to a job interview.) And because it tends to be the successful who are most often in these "formal language required" settings, it's unsurprising that formal language is associated with success and therefore believed to be the better form.

4. But informal language has its advantages. Informal English is more flexible. It allows me to say what I mean more directly. Informal English isn't always inappropriate because it lets me express myself better.

5. If this were written formally: "I did not see this coming, no, I did not," wouldn't you find the impact to be greatly reduced? In fact, I occasionally find when I'm writing in formal English that the uncontracted version sounds too harsh, but my hands are tied.

6. Geoff Pullum (Professor of General Linguistics at the University of Edinburgh) writes about "normal and formal" language, and how the competent writer is the one who switches between them appropriately, not the one who unfailingly aims for formal. His use of "normal" in place of "informal" is important. Informal language *is* normal, it's how virtually all of us talk to each other, even the most highly educated or successful.

7. Formal language is rarer, and like tying a tie, it's hard when you're not used to doing it. Not only that, but it can end up feeling pretty unnatural when adhered to too closely.

Adapted from: https://motivatedgrammar.wordpress.com/2012/06/21/formal-language-isnt-the-ideal

TEXT B



QUESTIONS ON TEXT A

Refer to paragraph 1

1.1 Provide a less formal synonym for the phrase “prior to”. (1)

1.2 Restate, in your own words, the point the author is making in the first sentence of this paragraph. (2)

Refer to paragraph 2

1.3 Briefly summarise the analogy (comparison) given in this paragraph. (2)

Refer to paragraph 3

1.4 Name one place where one would not use informal language. (1)

Refer to paragraph 4

1.5 Why is informal English not always inappropriate, according to the writer? (1)

Refer to paragraph 5

1.6 Explain what the author means **in context** when saying, “but my hands are tied.” (2)

1.7 Comment on the purpose of the rhetorical question in this paragraph. (2)

Refer to paragraph 6

1.8 Explain why the author refers to the writing of Prof. Pullum. (2)

1.9 In your own words, briefly summarise Prof. Pullum's view of informal language. (2)

Refer to paragraph 7

1.10 Explain the simile in your own words. (2)

Refer to the entire article and the title

1.11 Discuss the effectiveness of the title of this article. (2)

QUESTIONS ON TEXT B

1.12 Comment on the register used in TEXT B. (2)

1.13 Do you agree that this is a "glimpse of the future"? Motivate your answer. (2)

QUESTION ON TEXTS A AND B

Refer to the entire article of Text A and Text B

1.14 With which view of informal language do you agree?
Motivate your answer. (2)

TOTAL SECTION A: [25]

SECTION B: VISUAL LITERACY
QUESTION 2: ANALYSING ADVERTISEMENTS

TEXT C: Study TEXT C then answer the following questions.



Body Text:

Translation: Kom - Come

If it were up to us, you'd be over here sharing one of our delicious veggie burgers and feeling all the good karma us South Africans have to give, promise.

2.1 With reference to the body text, who could the target market be? (1)

2.2 Discuss the effectiveness of the pun (wordplay) on the word "beef".

(Hint: think of what Nando's is known for.) (2)

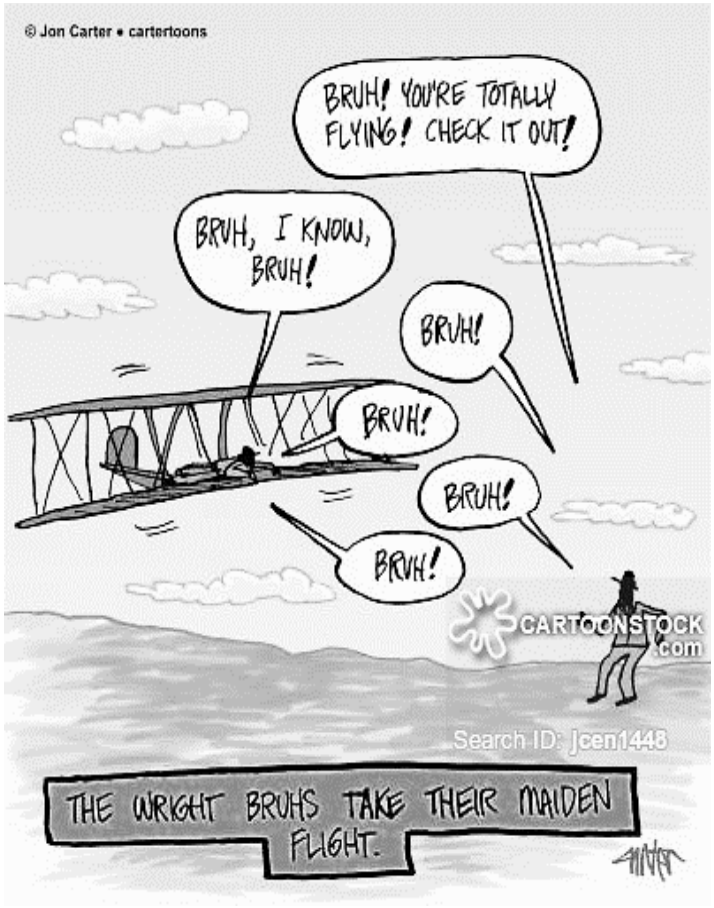
2.3 Comment on the impact of the emotive language in the body text. (2)

2.4 Identify and write out the contractions in the above advertisement. (2)

[7]

QUESTION 3: ANALYSING CARTOONS

TEXT D: Study TEXT D then answer the following questions.



3.1 What would the formal English word be for the slang word 'bruh'? (1)

3.2 Rewrite the following sentence in the passive voice:

The Wright Bruhs take their maiden flight. (1)

3.3 Rewrite the following in more formal English:

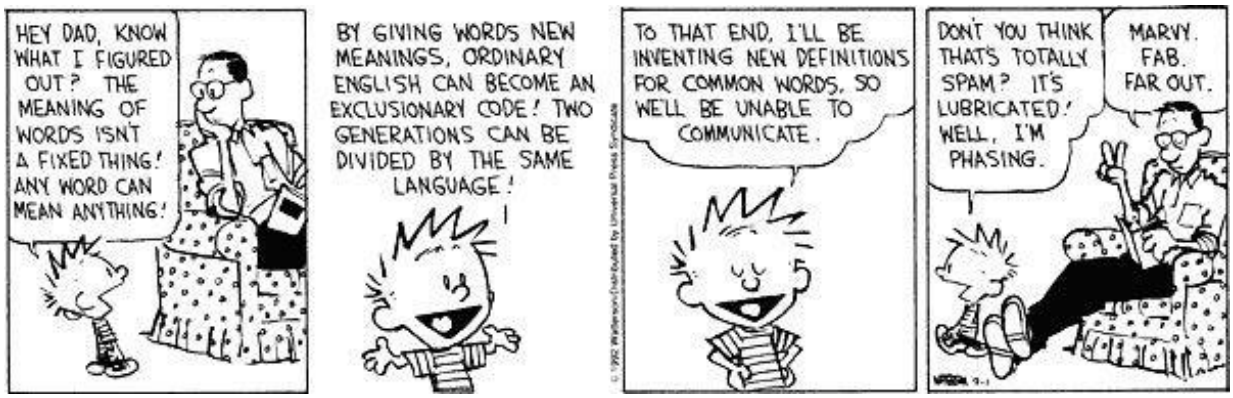
"You're totally flying! Check it out." (1)

3.4 Explain the humour in the cartoon. (2)

[5]

TEXT E: Study TEXT E then answer the following questions.

Calvin and Hobbes



Refer to frames 1 and 4

3.5 Discuss the implication of the change in the father's attitude as shown in his body language. (2)

Refer to frame 4

3.6 "Marvy" and "fab" are short for which two words? (1)

[3]

TOTAL SECTION B: [15]

SECTION C: SUMMARY

QUESTION 4: SUMMARISING IN YOUR OWN WORDS

Write a point form summary of TEXT F below on: **The reasons why people use slang.**

- Your summary must have 7 points.
- List your points and number them 1-7.
- Each point must be a full sentence.
- Each sentence must contain only 1 point.
- Use your own words.
- Your summary should not exceed 80 words.
- Indicate the number of words at the end of the summary.

TEXT F:

Why Slang Is More Revealing Than You May Realise

By Katy Steinmetz

"What slang really does is show us at our most human," says Jonathon Green, who is also known as "Mister Slang." It is proof of how deeply we desire social acceptance, belonging, and how defiant and cheeky we can be.

However, the meanings of words shift, new words get coined and old words get reinvented in ways that are designed to be confusing (for adults in general, as well as other outsiders and meddling authority figures).

While the words may change, the 'improper' discussion topics (sex, drugs, crime, insults, etc.) which slang 'disguises' have remained the same for half a millennium. This is slang's primary purpose: to playfully disguise true meaning in a way that determines who is in the know and who is out.

Subsequently, slang can be mean, uncaring and even disgusting. It can also bind people together and define the boundaries of the gang. "It confirms that we're together and it confirms that you're not one of us," says Green.

Much African-American slang has gone mainstream and slang terms are often used to form bonds in subcultures, in-crowds and amongst the youth. Slang, as George Zimmer explains, allows "cultural groups to create their own kind of territory through language."

The earliest known slang was used among criminal groups centuries ago as a way to keep their communication from being understood by authorities. It has always been used, on some level, to say "we are the marginal folk," according to Green. "Again, a human phenomenon. We want to put our arms around each other, as an element of self-defense."

(**Adapted from**: *https://time.com/5445581/slang-dictionary-oed-lowkey-highkey/*

[SECTION C TOTAL: 10 MARKS]

SECTION D: Language in context
QUESTION 5:

Read TEXT G, which contains some deliberate errors, and answer the questions set.

TEXT G

Teen slang: What's, like, so wrong with like?
By Denise Winterman BBC News Magazine

1. Actress Emma Thompson says young people make themselves sound stupid by speaking slang outside of school. The Oscar winner have spoken out against the use of sloppy language.
2. "Many uses of 'like' originate in America," says Dr Robert Groves, editor of the Collins Dictionary of The english Language. "They were probably introduced into British English through the media, like films and television."
3. Using "like" in this way is also about signalling membership of a club, says English language specailist Professor Clive Upton, from the University of Leeds.
4. When young people use slang in formal settings, then it could well be a disadvantage to them, but at other times it's quiet clearly the way they get along; the way that they signal that they belong in a group; the way that they fit in.
5. Everyone wants to fit in, we all do that in our professional lives as well. We've got all our acronyms and our little words that we use that send a signal - I'm one of the club.
6. Thompson just isn't part of the "like" club.

Refer to paragraph 1

5.1 Correct the concord error in the above paragraph. (1)

5.2 Provide a synonym for the word ‘sloppy’. (1)

5.3 Name the figure of speech found in the sentence below. (1)

“Actress Emma Thompson says young people make themselves sound stupid by speaking slang outside of school.”

Refer to paragraph 2

5.4 Rewrite the following sentence into Indirect/Reported Speech:

“Many uses of ‘like’ originate in America,” says Dr Robert Groves, editor of the Collins Dictionary of The English Language. (2)

5.5 Explain why the abbreviation “Dr” (paragraph 2) does not need a full stop. (1)

5.6 Correct the grammar mistake in paragraph 2. (1)

Refer to paragraph 3

5.7 Abbreviate the word “Professor”. (1)

5.8 Give your own example of an Acronym. (1)

5.9 Correct the spelling mistake in paragraph 3. (1)

Refer to paragraph 4

5.10 What is the meaning of the prefix “dis-“ in the word “disadvantage”? (1)

5.11 Identify and rectify the malapropism in the above paragraph. (1)

5.12 Rewrite the following sentence in the passive voice:

‘Young people use slang in formal settings.’ (1)

Refer to paragraph 5

5.13 Correct the comma splice error in paragraph 5. (1)

Refer to paragraph 6

5.14 ‘Thompson just isn't part of the "like" club.’

What type of sentence is the above quoted sentence?

a.) Complex

b.) Simple

c.) Compound

(1)

Refer to the passage as a whole

5.15 Match the following words with the relevant parts of speech.

Write the part of speech and number next to the appropriate letter.

a.)	themselves	1.)	proper noun	
b.)	outside	2.)	adjective	
c.)	professor	3.)	common noun	
d.)	professional	4.)	reflexive pronoun	
e.)	Thompson	5.)	adverb	(5)

[SECTION D TOTAL: 20 MARKS]

[GRAND TOTAL: 70]