## **English Home Language**

## **Paper 1**

Compiled by Mrs W Heunis

**Time allocation:**

|  | Marks | 2 hours (120 + 10 min reading time) |
| --- | --- | --- |
| Comprehension | 30 | 40 min + 10 min reading time |
| Summary | 10 | 30 min |
| Advertisement | 10 | 15 min |
| Cartoon | 10 | 15 min |
| Language | 10 | 10 min |

**Comprehension**

* Read once carefully, read questions, read **again**, start answering.
* Read Text B before reading Text A for the second time.

| Q | Key word in question | Generic answers | Mark allocation |
| --- | --- | --- | --- |
| 1.1 + 1.2 | Explain/state in your own words/explain the significanceAccount for | Give meaning/Rewrite in your own words to show the meaning.Short answer. DO NOT LIFT.Do not spend too much time. | One fact = 2 marks.If there are more than one obvious fact – write **two**. |
| Significance | Importance. Why does the writer use this word in this context or make this claim at this specific point. | One fact = 2 marks |
|  | Account for the writer’s feelings in par 1/the following… | Make sure that you read the whole par. Sometimes the writer expresses different feelings.Name feeling and explain why the writer feels this. |  |
| 1.3 + 1.4/5 | Convey  | What does the writer express? What is she trying to say? |  |
| Discuss the point the writer is making…. | Watch out for specific a word and don’t lift it. Example “void”. |  |
| Effect of…Single line par | Writer brings topic/main idea into focus.It highlights/emphasises the main idea/an ideaSingle line indicates a change in thought. | 1 Generic answer2 Reference to topic/main idea/change. |
| Rhetorical question | (Do not explain what a rhetorical question is.)Makes reader think/reflect/consider, engages reader. |  |
| Quote | Quote only the word, phrase or short sentence… |  |
| Implication | What does this imply? What is the underlying meaning of the word, phrase, punctuation mark, exclamation, etc. |  |
| Inverted commas | Word from another language.SlangSarcasm or irony – in other words the writer wants to show that this is not really true. |  |
| Intention | **Intention**To inform, educate, entertain, promote, advertise, ridicule, criticiseTo stir romantic feelings and to entertain.To praise the work of the Creator.To capture attention and inform.To give general information about a specific topic. Educate.To socialize and to communicate informallyTo invite and attractTo protestTo persuade prospective travelers, buyers, participants, etc. (inform about a product or service) To promote/advertiseTo amuseTo entertain young readers, to teach a moral lesson.To report on economic matters, the weather, politics, etc.  |  |
|  | Statistics | **Statistics** allow **writers** to support **their** arguments with convincing evidence. They also enable **writers** to draw conclusions and argue specific sides of issues without sounding speculative or vague. **Effect on reader**. **Statistics** refer to factual, numerical evidence within a Language Analysis piece and are generally convincing for two reasons. Firstly, they highlight the logical importance of the issue and provide evidence for the writer's contention.**Statistics** provide a type of evidence that is difficult to refute ... |  |
| 1.5 – 1.8/9 | Comment on the effects of the diction | Effect is what the word or phrase or punctuation mark achieves – does it shock the reader? Make the reader pay attention? Emphasise?Take note if question refers to diction at a specific point in the text: Comment on the use of the word **here**.Write down the word/phrase | 1 Example of diction – quote word or phrase2 Effect that the word or phrase or punctuation mark achieves.3 How do YOU feel about this effect? |
|  | What does writer suggest? | Implication. |  |
|  | ...in the context of the paragraph/passage. | NOT your own opinion but actually compared to/in the light of what **the writer** says. |  |
|  | Writer’s tone/attitude | The writer’s attitude towards his listener and subject (“tone of voice”) e.g. loving, sad, aggressive/hostile, serious, despairing, positive/enthusiastic/excited, sincere, outraged, superior, ironical, pessimistic, critical/disapproving/apprehensive, disgusted, enthusiastic, optimistic, friendly/pleasant/polite, humorous, gentle/tender, joyful/elated, loving/affectionate, appreciative/admiring/laudatory, hopeful, conversational, determined, persuasive/enticing, arrogant, accusing, mocking, informative/explanatory. | 1 What is the writer’s tone/attitude?2 Why is this so? Proof of this.3 Your feeling about this tone/attitude (with reference to rest of text.) |
|  | Character’s attitude | Difference in attitude: Make very sure to mention both attitudes and show that they are different. Then give evidence of why you say that. |  |
|  | Critically discuss the atmosphere in paragraph | Fear, anxiety, excitement, anticipation, tension, sorrow, admiration |  |
|  | Critically discuss whether paragraph/sentence supports…. | Compare two ideas: meaning of first, meaning of second.Do they correspond with each other or contradict each other?Give a very brief personal observation – based on text – about the extent/significance of the support/contradiction. | Yes/No (No mark, but very important.1 Main idea of two aspects that have to be compared.2Proof/examples/diction/phrases from second aspect.3 Critical observation |
|  | Is final paragraph suitable? | A final paragraph gives the main ideas of an argument and refers to the thesis statement again.It could refer to the opposite side of the argument.It could contain advice.It is a summary.Repeats phrases/terminology from the rest of the passage.The reader is drawn into the argument through the use of first person pronoun.The writer generalizes/globalizes. | Yes/No (No mark, but very important.1 Generic reference to structure/ reason for a final par.2 Brief summary of content of this final par.3 How is it suitable or not? |
|  | Suitability of title | Implication of DIFFERENT parts of title.Main idea/message of text. |  |
|  | Subjective/Objective? | Objective: Usually formal, no bias, no prejudice, tone would be informative/explanatory/serious, carefully selected vocabulary, formal grammar, clear, logical, academic explanation, sophisticated diction, formal register and economic/legal/technical/medical/etc jargon.Subjective: Biased, prejudice, emotive language, the use of colloquialisms, slang and direct speech, use of clichéd, melodramatic and sentimental language, outraged, superior, ironical, despairing, pessimistic, critical, disgusted, disapproving tone/attitude, rhetorical questions. |  |
|  | Contradictions and comparisons. | Refer to BOTH sentences/paragraphs/ phrases/clauses... | 1 + 2 or 2 + 1. |
| 1.12 | Text A & B | **Will never only be contextual.**Does Text B support paragraph/title/argument/message/etc. in Text A?Which text would have a bigger impact on the reader? Why?Compare a description of something in Text A and something in Text B.Which text is more effective in doing something.November 2018 actually asked: To what extent does Text B support the title and par 1 of Text A? Here learners **HAD** to discuss content. |  |
|  | Language style | Carefully selected vocabularyVaried sentence structureFormal grammarSophisticated diction, formal register and economic/ legal/ technical/ medical/etc jargon.Objective, unbiasedSimple but imaginative word choice, simple sentences and frequent use of onomatopoeia.The use of colloquialisms, slang and direct speech.Word play combined with question-answer formatClear, logical, academic explanationThe use of emotive and negatively charged words to describe a tragic incidentPoetic rhythm, rhyme and abundant use of figurative language, assonance and alliteration.Use of vivid imagery and emotive adjectives to describe geographical/ historical/architectural/etc. features.Combination of simple rhyme, based on a shocking image, with words that have strong connotations.Enumeration (list) of culinary/décor/teaching/sport/etc specialities, using descriptive and figurative languageUse of clichéd, melodramatic and sentimental language**Informal**Colloquial – contractions (e.g. can’t), colloquialism (kids, job)Slang – (e.g. wanna, gonna)Conversational style/use of personal pronouns crates a bond of confidence between the writer and the reader/ involves the reader in the passage.**Emotive language**Biased / prejudicedSensationalConnotation**Figures of speech**The writer uses metaphorical expressions/hyperbole such as….to highlight the….**Exclamations****Ellipses** |  |