ENGLISH 1ST ADDITIONAL LANGUAGE

LANGUAGE IN CONTEXT: YOUR TOOLS AND TIPS

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It is revision time!!

POINTS TO NOTE ABOUT LANGUAGE QUESTIONS: WHAT IS TESTED?

All language and editing questions in your final examinations will be in context. This means that they will be set within a passage or text of some sort.

Accuracy and appropriateness of language use is not a priority. Rather, the focus is on the messages(s) that have been communicated.

You are not expected to know the language rules off by heart. However, you will be expected to be able to use the correct forms of words and to recognize errors within a text.

Critical language usage or awareness will be tested. This is about an ability to recognize the hidden message and/or insinuations of certain language /word choices. Critical language awareness (CLA) involves being able to analyze and realize / recognize why speakers /writers have chosen certain words or expressions.

CLA involves an ability to recognize (identify) stereotypes, prejudice, imagery, implied meanings, all achieved through a choice of words, tone and register. CLA demands that you realize and understand nuances of both word choice and sentence construction. **Look at the sentence below and unpack its implications or what it suggest about the speaker:**

Sentence: Orlando Pirates were held by Ajax Cape Town on Saturday, the final score was 2-2. Analyzed properly you can deduce that the writer / speaker expected Orlando Pirates to win. More goals were expected from them rather than Ajax Cape Town. Ajax Cape Town stopped them from scoring more goals. They were therefore held.

NOTE: **In your examinations** you should be able to answer questions involving dictionary use. These could entail looking at meanings, spellings and connotations of words. Where you do not know the word, it is advisable to follow the contextual cue, that is look at where the word has been used. Such questions could come as incorrectly spelt words that need rectification. Words could be in a sentence or in a paragraph. The examiner can give you the word that requires your attention and correction. S/he may demand that you identify the word that is spelt incorrectly. In all cases the context where the word has been will guide you as you attempt to write it properly/ correctly.

Visual literacy: according to The Learning Guidelines of the NCS, Learning Outcome 2 (Reading and Viewing):
Viewing implies engagement with visual aspects of the texts, such as pictures, symbols, graphs, comic strips, posters and advertisements and cartoons. Note that you questions that require critical language awareness could be asked through visual aids / devices. Newspaper /magazine cartoons (Isolezwe has Qaps, Ilanga has Guduza, Sowetan has Zapiri) More often cartoons demand that you uncover covert messages, and that is critical language awareness. Cartoons may be purely pictorial, use bubble speech or have a caption, revealing messages that could be contentious, ambiguous and debatable. Cartoons are usually humorous, and are used to express ideas or to draw attention to a situation or a well-known personality. Over and above providing enjoyment, cartoons can be vehicles for serious and even biting messages. They often highlight a current social or political issue e.g. SA President Thabo Mbeki's recall by the ANC. Cartoonists mocked and ridiculed President T. Mbeki, the mockery could be deemed to be insensitive, irresponsible and painful.

Graphs and comic strips make use of tools such as humour, innuendo, social context and stereotyping.

In visual literacy, learners / candidates need to be aware of reading, body language, facial expressions, font size and styles, emotive or persuasive language, colours, hidden messages, gender stereotyping, cultural or racial bias, implied status, etc. A very good and simply example of visual literacy is television weather forecast: a synopsis of weather is represented in symbols and different colours. Final preparations for this aspect should involve engaging and interrogating as many visuals as possible.

It must be noted that visual material will always be viewed subjectively; hence responses could vary from one individual to the next. Try to adequately support your line of argument with textual evidence. Write your commentary in indirect, narrated or Reported speech. Carefully study the given visual material. At first you nee to scan and skim through it and the questions set, and then read it more thoroughly as you answer the questions. It is the springboard and a bearer of all answers. Patiently and critically study it until you have found the relevant answer/response.

GUIDE TO ANALYZING VISUAL MATTER(CARTOONS):

Look at the following:

1. Subject- facial expressions, body language and relationships as presented or represented in the text.
2. Setting- time and physical place
3. Composition and layout- centre, foreground and the background
4. Colour, shading, tone, actions, shapes, other images and symbols used. What do these elicit (feelings / ideas / perspectives / perceptions)?
5. Language and punctuation marks

6. Note that visual literacy fosters attention to details and also an appreciation of what lies beyond the obvious.

NOTE: **In your examinations** you will be given a source material i.e. visual material to study and use as a catalyst for the generation of ideas and answers. Study it very carefully!

LANGUAGE FORMS

Two broad categories / forms are formal and informal and literal and figurative:

FORMAL is language that is used in settings that demand respect and sophistication e.g. meeting. The tone is always serious and polite.

INFORMAL is used in everyday speech, e.g. parent and child at home, boys playing soccer, etc. Forms of informal language that can appear in your examinations include:

- Colloquilism-is ordinary, everyday speech of a particular place and time period. It is informal, casual and conversational. Examples: mama (for mother), sis (sister), etc
- Slang-is unacceptable, made-up language that is found in a particular place at a particular time. It is undignified, sometimes humorous and expressive. Examples: You're cool bro! I 'm going to the movies, since the old man gave me some mazuma. So, check you later, don't booze too much.
- Jargon-is the inside language of words, phrases or expressions used exclusively by particular groups of people or professions. Examples: computer specialist will talk about the mouse, byte, down loads, software, etc

NOTE: **In the examinations** you could be asked to represent or to re-write words or sentences in a formal way.

LITERAL-language is used with/in its ordinary everyday meaning, this language is true to fact. Meaning is at surface, clear and unambiguous nor contentious / subjective. This is also known as metaphorical language**.** e.g. Sipho is the tallest boy at school.

FIGURATIVE imaginative, suggests more than the words, meaning is special and is conveyed in a special way. Language is rich in figures of speech. Meanings vary from one person to the next. e.g**.** Sipho is our school's giraffe. Sipho is being equated / compared (metaphor) with a giraffe, a very tall animal. From this direct comparison, one can conclude that Sipho is very tall. This language is common in literature. It is very artistic and it involves a peculiar / special use of the words.

NOTE: in your examinations, *t*his comes in a variety of ways and forms. It could strictly under the language section as well as the literature section.

FIGURES OF SPEECH

Re-visit the following figures of speech: simile, metaphor, personification, apostrophe, alliteration, rhyme, onomatopoeia, assonance, antithesis, oxymoron, paradox, irony, hyperbole, litotes, euphemism, innuendo, climax, puns, rhetorical questions, satire, sarcasm, etc. Refer to a lesson on analyzing literary genres for the details.

NOTE: **In your examinations** you could be asked to identify, describe, and comment on / about the use and significance of a figure of speech.

CONCORDS

Subject and verb must agree in number and person:

o Singular and / or plural verb

1st person singular/plural: I play volleyball with zealous boys. **We** play volleyball with zealous boys.

2nd person singular/plural: You p**lay** volleyball with zealous boys. All of you **play** volleyball with zealous boys:

3rd person singular/plural: Juba **plays** football every evening. Juba and Themba (they) **play** football every evening.

Group of words (collective nouns): The group of girls from our area attended the party.

Agreements between nouns and pronouns

A pronoun may agree with the noun that it is replacing in number and in gender.

The girl pays for **her** ticket. The girls pay for **their** tickets
Everyone in my school is doing his best. No-one may hand in his/her work late.

In your examination, this aspect could come in a form of sentences that require to be written in a correct form. Read the sentence carefully, at least twice before you respond.

DIRECT AND REPORTED SPEECH

Direct Speech

Direct speech uses the exact words of the speaker, it is shown through the use of inverted commas. It has two main parts, the first one is clause that contains an introductory verb such as **said** or **asked.** This indicates the speaker and is always followed by a comma. The second part contains the actual words that a speaker has spoken.
These words are enclosed in quotation marks.

Examples: Jakalasi said, "SA Olympic team lacks passion and determination."
"You guys are irresponsible and not patriotic!" Shouted the SA netball Coach.

Indirect (Reported) Speech

What was said and done by one person is being reported by another. This is narration of the actions / events / stories / experiences**.**

Changes that need to be effected include: removal of inverted commas, pronoun changes, insertion of that to connect the introductory verb to the spoken words, insertion of if or whether after the questions using the question verbs, with the introductory verb that is in a present tense it is reported as if it has just happened/been said, for the introductory verb that is in the past what is reported is presented as if it already occurred, adverbs of time and place change in the past tense and some exclamation words may be removed in a reported form.

ADVERBS THAT CHANGE:

HERE - THERE THIS - THAT
NOW - THEN TODAY - THAT DAY
YESTERDAY - PREVIOUS DAY
TOMORROW - FOLLOWING
DAY AFTER TOMORROW - TWO DAYS TIME
DAY BEFORE YESTERDAY - TWO DAYS AGO

Examples:

- **Minenhle enquired if all the artists attended the show last night.**
- **Learners that had not done their homework were ordered by the teacher to come with their parents the following day.**
- **Themba asked why he can't be used as winger rather than a defender.**

NOTE: **In your examinations** you could either be asked to change sentence into the direct form into the reported form or re-write reported statements in their direct form. Carefully look at the changes that need to be effected before you put pen to paper.

ACTIVE AND PASSIVE VERBS

Active voice involve a having the sentence's subject doing an action, while in the passive voice the object becomes the subject and is having the action done to it.

ENGLISH SENTENCES HAVE THE FOLLOWING ELEMENTS:

subject, verb and the object.

Changing sentences into the passive forms involves re-arranging the elements enlisted above as follows:

ACTIVE VOICE

Subject	Verb	Object
The athletes	resent	Public comments and orders.
Learners	wrote	English exams on the 3rd June 2008.

PASSIVE VOICE

Subject	Verb	Object
Public comments	are resented	by athletes
English exams	were written	by learners last week

Pronoun changes in the passive voice

	Singular		Plural	
	Subject	Object	Subject	Object
1st person	I	me	we	us
2nd person	you	you	you	you
3rd person	him/her/it	they	they	them

Note that there will be instances where the subject (doer) will not be mention. Demands could be expressed anonymously.

e.g. The damage caused was immeasurable.
Smoking is not permitted in public places.

ARTICLES

These are words such as: **a, an and the.** They often come before the nouns or adjectives.

Definite article, the refers something specific or definite.
e.g. We received the sad news with great regret.
The training session starts at 09H00 in the morning.

Indefinite articles a and **an** are non-specific /general.
e.g. An honourable man can't disappoint the nation so badly.
A man of integrity talks the truth at all times.

Remember! This paper has two other aspects: comprehension and summary writing refer to previous lessons for the details.

NOTE: **THE LANGUAGE SECTION IS VERY BROAD. BUT IT REVOLVES AROUND WHAT YOU HAVE ACQUIRED OVER THE PAST 12 YEARS OF SCHOOLING. READ EVERY INSTRUCTION VERY CAREFULLY. GOOD LUCK IN YOUR ALL EXAMINATIONS!**

Enjoy!