



NATIONAL SENIOR CERTIFICATE EXAMINATION  
NOVEMBER 2013

**ENGLISH FIRST ADDITIONAL LANGUAGE: PAPER I**

Time: 2½ hours

100 marks

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**PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

1. This question paper consists of 12 pages. Please check that your paper is complete.
  2. Read all the questions carefully.
  3. Answer ALL the questions.
  4. Please start each question on a new page.
  5. Number your answers exactly as the questions are numbered.
  6. It is in your own interest to write legibly and to present your work neatly.
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**SECTION A            COMPREHENSION****QUESTION 1            MAKING MEANING OF TEXTS**

**Read the passage below and answer the questions that follow.**

**TEXT 1**

- 1 I realise that all this sounds a little crazy, but psychological research on happiness backs up my strategy. Over and over, researchers studying happiness have found that the situational elements people crave – money, social status, possessions – do not reliably lead to an experience of wellbeing. By contrast, learning to find joy in the present moment (aka) focusing on experiences you truly want in your life, increases life satisfaction, improves health and allows us to live longer, more fulfilling lives.
- 2 My clients form my own database of sorts, convincing me that good goal-setting magic is (to use the social science terms) robust and valid. For example, when I asked Ilsa to go back in time and imagine what she once thought she would get from a successful business, she described herself with the adjectives *relaxed*, *joyful* and *secure* (ironically, the demands of her wildfire success made her feel tense, joyless and insecure). When she scanned her life for activities and relationships that made her feel aligned with those adjectives, she found them everywhere: in gardening, reading novels, playing with her niece. "Damn!" she told me. "I had already succeeded before I succeeded!" Indeed.
- 3 In Sue's case, remembering how she had expected motherhood to make her feel, yielded the adjectives *loved*, *rejuvenated*\* and *emotionally replenished*\*. She realised that her goal (having a baby who is beautiful and also busy) actually created the opposite of her adjective goal – she felt unappreciated, tired and drained. It turned out that her magical adjectives described the way she felt when connecting with old friends. Both Ilsa and Sue managed to give attention and time to the things that brought about the feelings they really wanted. (That's the beauty of adjective-based goals: They can work even when you're already suffering the consequences of unwise noun-verb spells.) Ilsa carved out time for reading and gardening; Sue put the baby in the bouncy seat and caught up with friends online.
- 4 These efforts helped Ilsa and Sue work and parent better, and handle the difficulties conjured by their original goals.
- 5 In other words, we lived happily ever after. So if you find yourself longing for some idealised goal, take a moment to go fishing for adjectives. Then use them to identify the aspects of your life that are already drawing your heart's desires. Focussing on these people and activities will lead you gently toward even more fulfilling experiences. One day, you may find yourself in a situation more interesting and delightful than anything you ever imagined.

[Adapted from: *The Oprah Magazine SA*, April 2011]

\* rejuvenated: to make one feel or look younger or have more energy

\* replenished: to make something full again or bring it back to its previous level by replacing what has been used.

1.1 *'I realise that all this sounds a little crazy ...'* (paragraph 1)

After reading this clause, what type of reaction does the writer expect (hint at) from the reader?

(1)

- 1.2 In paragraph 1 the writer states that '*psychological research ... backs up my strategy*'.  
Write down a word of your own for '*backs up*' (paragraph 1). (1)
- 1.3 Quote THREE consecutive words to prove that research on happiness has been conducted more than once. (paragraph 1) (2)
- 1.4 There are three situational elements mentioned in the passage, namely *money*, *social status* and *possessions*.  
State under which situational element the following (Question 1.4.1 and Question 1.4.2) would best belong? Justify your choice.
- 1.4.1 BMW sedan (2)
- 1.4.2 CEO of a large company (2)
- (You may use each situational element only once.)
- 1.5 State whether the following statement is TRUE or FALSE and quote FOUR consecutive words to substantiate your answer.  
*Situational elements will never lead to complete happiness and well-being* (2)
- 1.6 Read the last sentence of paragraph one again.
- 1.6.1 When does a person usually use the acronym *aka*? (2)
- 1.6.2 How is *aka* used differently in this context? (2)
- 1.6.3 List THREE advantages of your **own** which occur when '*finding joy in the present moment*' (paragraph 1). (3)
- 1.7 Write in your **own words** how we as readers know that the writer highly values goal-setting. (2)
- 1.8 Select the correct answer by only writing down the question number and correct letter.  
The word '*robust*' (paragraph 2) means
- A strong  
B effective  
C convincing  
D futile (1)
- 1.9 What, according to paragraph 2, is often ironic when business people set themselves goals? (2)
- 1.10 Write a sentence of your own in which you use the expression '*suffering the consequences*' (paragraph 3) so that the meaning thereof becomes clear. (2)

- 1.11 List ONE activity that each of the following women did to experience the feeling that they really wanted **AND** explain whether these activities were successful or not.
- 1.11.1 Ilsa
- 1.11.2 Sue (4)
- 1.12 Select the correct answer by only writing down **LITERAL** or **FIGURATIVE**:
- '... take a moment to go **fishing for adjectives.**' (paragraph 5)
- The underlined/bold phrase has a ... meaning. (1)
- 1.13 Provide a suitable title of your own (not more than 8 words) for this passage which sums up the content of this passage. (1)

<b>30 marks</b>
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**SECTION B SUMMARY****QUESTION 2 SHOW UNDERSTANDING BY SUMMARISING**

Read the feature that was published in *Business Traveller Africa* below very carefully.

**TEXT 2****2011 WORLD AIRLINE AWARDS**

The winners were announced at the Paris Air Show in June, after 18 million votes were tallied. Here are a few of the winners across Africa and the premium travel market:

**Best Airline Africa:***South African Airways*

Together with its feeder carriers, SAA offers the largest route network in Africa, serving 24 destinations across the continent.

**World's best First Class Airline:***Etihad Airways*

One of the world's fastest-growing airlines, Etihad serves six cities in Africa – including Johannesburg and Cape Town – via its hub in Abu Dhabi. The innovative Diamond First Class is available on all flights (five per week) to Morocco and on selected flights from South Africa, Egypt and Sudan.

**World's Best First Class Airline Lounge:***Qatar Airlines*

With fine dining, a concierge-style check-in and dedicated spa, it is perhaps no surprise that Qatar Airways' First Class Premium Terminal at Doha International Airport scooped the award.

**World's Best Business Class:***Singapore Airlines*

Long hailed for its outstanding cabin service, Singapore Airlines flies daily from Johannesburg to Singapore, and three times per week from Cape Town (via Johannesburg) connecting to dozens of destinations across Asia.

**Best Business Class Lounge:***British Airways Galleries at T5, London Heathrow*

With design inspired by boutique hotels, the luxurious BA lounges at Terminal 5 pipped Virgin Atlantic to the award for the first time in two years.

[Business Traveller Africa, August 2011]

**INSTRUCTIONS:**

As part of a project on Tourism you had to summarise the reason why each one of these airlines was voted best in its category.

Write a 5-point summary in which you list the reason why each one of these airlines won the World Airline Award in its category. Your summary should be approximately 60 words.

**REMEMBER:**

- List in full sentences.
- Summarise all FIVE reasons in your own words.
- Number your sentences from 1 to 5. Each main idea will count two marks.
- Write the number of words used in brackets at the end of the summary.
- Pay attention to grammar, spelling, punctuation and sentence construction.

**10 marks**

**SECTION C POETRY****QUESTION 3 MAKING MEANING OF POETRY****SEEN POEMS**

Read the following two poems that you have studied and answer the questions.

**MENDING WALL – Robert Frost**

The following extract is taken from the last 14 lines in the poem *Mending Wall*.

- 1 Before I built a wall I'd ask to know
- 2 What I was walling in or walling out,
- 3 And to whom I was like to give offense.
- 4 Something there is that doesn't love a wall,
- 5 That wants it down." I could say "Elves" to him,
- 6 But it's not elves exactly, and I'd rather
- 7 He said it for himself. I see him there,
- 8 Bringing a stone grasped firmly by the top
- 9 In each hand, like an old stone savage armed.
- 10 He moves in darkness as it seems to me,
- 11 Not of woods only and the shade of trees.
- 12 He will not go behind his father's saying,
- 13 And he likes having thought of it so well
- 14 He says again "Good fences make good neighbours."



[<www.reckonings.net>]

- 3.1 According to the speaker the wall-building is a futile (meaningless) exercise. Why? (2)
- 3.2 The speaker feels that there are TWO very important questions to be asked before one builds a wall. Write down these two questions in your OWN words. (2)
- 3.3 Read line 5 again: '*That wants it down.*' I could say '*Elves*' to him,'  
According to European folklore the elf was mischievous and played tricks on human beings.  
Why would the speaker try to put the blame on elves if neither the neighbour nor the speaker himself believed in them? (2)
- 3.4 Read line 9 again.
  - 3.4.1 The figure of speech used in this line is
    - A metaphor
    - B alliteration
    - C assonance
    - D simile (1)
  - 3.4.2 Do you believe that this figure of speech is effective?  
Refer to the LITERAL **and** FIGURATIVE meanings in your answer. (4)
- 3.5 Complete the following sentence by filling in ONE suitable word in the open space.  
The wall in this poem becomes a metaphor for ... in relationships between people. (1)

**AND**

**STOP ALL THE CLOCKS – W.H. Auden**



- 1 Stop all the clocks, cut off the telephone,  
 2 Prevent the dog from barking with a juicy bone,  
 3 Silence the pianos and with muffled drum  
 4 Bring out the coffin, let the mourners come.
- 5 Let aeroplanes circle moaning overhead  
 6 Scribbling on the sky the message He Is Dead  
 7 Put crêpe bows round the white necks of the public doves,  
 8 Let the traffic policemen wear black cotton gloves.
- 9 He was my North, my South, my East and West,  
 10 My working week and my Sunday rest,  
 11 My noon, my midnight, my talk, my song;  
 12 I thought that love would last for ever: I was wrong.
- 13 The stars are not wanted now: put out every one;  
 14 Pack up the moon and dismantle the sun;  
 15 Pour away the ocean and sweep up the wood.  
 16 For nothing now can ever come to any good.

[<[www.fineartamerica.com](http://www.fineartamerica.com)>]

- 3.6 Suggest a reason why this poem is entitled '*Stop all the Clocks*'. (2)
- 3.7 The speaker looked to his lover for guidance and direction.  
 Quote ONE line from the poem to prove this. (1)
- 3.8 Describe the tone of this poem in ONE word. (1)

3.9 Study the following TWO images (indicated A and B) carefully.

Which one of these two images do you think captures the atmosphere of the last stanza best? Motivate your answer by referring to **both** images in your response. (4)

**IMAGE A**



[<[www.beenlooking for the magic.com](http://www.beenlookingforthemagic.com)>]

**IMAGE B**



[<[www.wallpaperscraft.com](http://www.wallpaperscraft.com)>]

[20]

**AND**



**QUESTION 4      MAKING MEANING OF POETRY****UNSEEN POEM**

**Read the following poem at least twice before attempting to answer the questions set on it.**

**TODAY – Gabriela Pearse**

1      A woman with a gash  
2      so deep and wide in  
3      her black soul  
4      came and spilled her  
5      self over me.  
  
6      Asking to be held  
7      like no-one held her  
8      Asking to be fed  
9      like no-one fed her.  
  
10     She crawled beneath  
11     my skirt trembling and  
12     afraid and clasped  
13     my lifeboat legs.  
  
14     But I had meetings  
15     to go to,  
16     and a world to save.



[<[www.womanhoodwithpurpose.blogspot.com](http://www.womanhoodwithpurpose.blogspot.com)>]

- 4.1 To what does a '*gash*' mentioned in line 1, refer to? Explain your answer. (2)
- 4.2 Quote TWO consecutive words from stanza 1 that illustrate her emotional state of mind. (1)
- 4.3 Describe in your own words the TWO things she wanted. (2)
- 4.4 Do you think the metaphor '*lifeboat legs*' in stanza 3 is effective?  
Motive your answer. (2)
- 4.5 What does the word 'but' in the last stanza imply? (1)
- 4.6 What is so ironic and sad about the speaker's words '*I had meetings to go to, and a world to save.*'? (2)

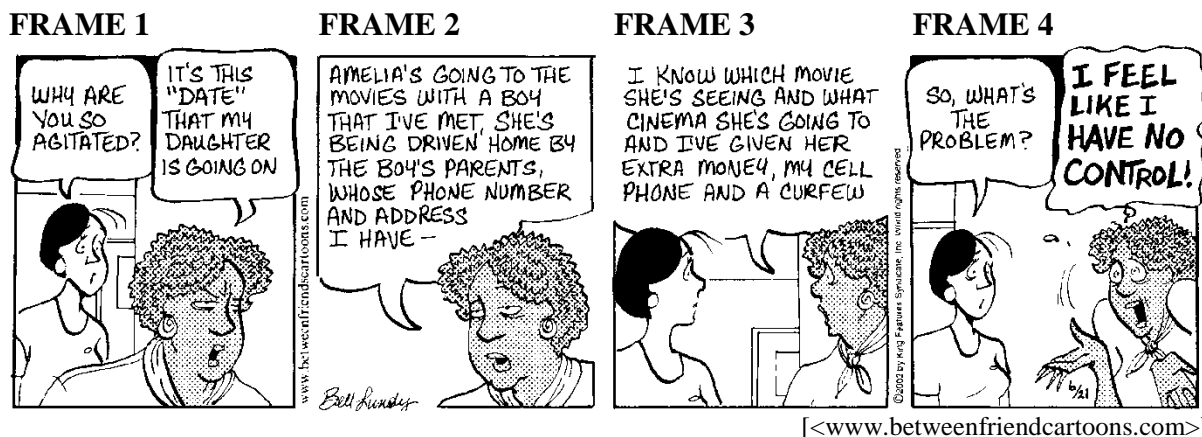
**[10]**

**30 marks**

**SECTION D COMMUNICATIVE LANGUAGE**

**QUESTION 5 CARTOON**

Read the following cartoon before answering the questions set on it.



- 5.1 Provide your own synonym for 'agitated' in FRAME 1. (1)
- 5.2 Read FRAME 1 again.  
Report the mother's words in FRAME 1 by completing the following:  
Her mother said that it (5.2.1) (5.2.2) 'date' that (5.2.3) daughter (5.2.4) going on. (2)
- 5.3 What is the function of the apostrophe as it is used in 'boy's parents' (FRAME 2)? (1)
- 5.4 Write down the homophone (a word which is pronounced the same, but differs in spelling and meaning) for 'by' (FRAME 2). (1)
- 5.5 Which punctuation mark has been used at the end of FRAME 2 and why? (2)
- 5.6 Rewrite the following, starting with the underlined words:  
I've given her extra money, a cell phone and a curfew. (2)
- 5.7 The word 'cell' (FRAME 3) is a shortened form for ....  
You are required to write the word in full. (1)
- 5.8 Explain what a 'curfew' is. (1)
- 5.9 Study FRAME 4.  
5.9.1 List TWO techniques the cartoonist applied to illustrate the mother's agitation. (2)
- 5.9.2 How does her body language reflect her agitation? List TWO things. (2)
- 5.9.3 Why is this problem that the mother experiences so ironic? (2)

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**QUESTION 6            TEXTUAL EDITING**

The following unedited letter was received from Lesego, from Johannesburg, and was adapted and published in the *Psychologies* magazine of April/May 2011.

Read it carefully before attempting to answer the questions based on it.

1        I have always done my best at work and am loyal and committed. My boss, though she  
2        can be very understanding is very demanding and expect so much of me that it is  
3        putting me under severe pressure.  
4        She often expects me to work late at short notice. Once, when I tried to explain that  
5        it was not possible for me to organise child care at the last moment, she told me not to  
6        take my personal problems to work and that she assumed she could depend on me.  
7        I need my job and don't want to lose it. I'm very frustrated and depressed within the  
8        situation.'

You have to proofread and edit all letters before they are published.

- 6.1        The following errors occurred in line 1. Correct them.
- 6.1.1    Correct the spelling error. (1)
- 6.1.2    Provide a better word for 'boss'. (1)
- 6.2        Correct the punctuation error in line 2 by writing down the word before and after  
          the punctuation error. (1)
- 6.3        There is a concord (subject-verb agreement) error in line 2. Only write down the  
          correct answer. (1)
- 6.4        Rewrite the following sentence as a question, starting with the words in brackets.
- She often expects me to work late. (How often) (1)
- 6.5        Provide a suitable antonym for 'possible' (line 5) by using the correct prefix. (1)
- 6.6        The word 'take' in line 6 is incorrectly used. Correct it. (1)
- 6.7        The wrong preposition was used in line 7. Write down the correct preposition. (1)
- 6.8        Combine the two sentences in lines 7 and 8 with an appropriate conjunction. Write  
          the new sentence. (1)
- 6.9        As a result of this letter, you decide to write an Editor's comment. Complete the  
          following by giving the correct form of the word in brackets.

You only need to write down the question number and correct answer.

You are absolutely right. As an **6.9.1 (employ)** your **6.9.2 (loyal)** and  
**6.9.3 (commit)** should always be valued very highly. (3)

6.10 Read the following:

*Her boss told her not to expect the company to take care of her personal problems.*

Rewrite this sentence in direct speech, starting as indicated:

Boss, '...'

(1)

[13]

**30 marks**

**Total: 100 marks**