



**education**

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Noord-Wes Onderwys Departement  
North West Education Department  
**NORTH WEST PROVINCE**

# **DR R.S MOMPATI DISTRICT**

## **ENGLISH HL**

### **GRADE 10**

## **REVISION GUIDE**

### **TERM 1**

### **2020**

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## 1. INSTRUCTION WORDS

**NOTE: Use the questions in activities to place/teach the instruction words in context. Learners should be able to identify the word in a question and explain what action is required.**

Key word	Meaning
<b>analyse</b>	Break up into separate parts and discuss, examine, interpret, explore and investigate each part. Say how each part is important. Explain how the parts are linked or related.
<b>apply</b>	Use in practical way. When you apply you show in a practical way what your understanding is. Use your knowledge and understanding of the topic to make it relevant to a situation, issue or problem.
<b>assess</b>	Judge or estimate the nature, quality or value of something. Make a value judgement that you justify by giving reasons.
<b>calculate</b>	You need to get to an answer by using numbers. You will add, subtract, multiply or divide numbers to reach an answer.
<b>comment</b>	Give your opinion on, explain or criticise. Make a judgement based upon the evidence.
<b>compare</b>	Look at two or more things. Identify similarities and differences. See how they are the same, and how they are different. Focus more on similarities than differences.
<b>complete</b>	Add the missing information.
<b>consider</b>	Think about and give your opinion.
<b>contrast</b>	Focus on the differences between two or more things. Show them in opposition to each other.
<b>create</b>	Put together ideas or parts to develop an original idea; engage in creative thinking; offer a novel or new suggestion or item.
<b>criticise</b>	You need to make judgements to show your own ideas and evaluation.
<b>critically analyse</b>	Show approval or disapproval, or find mistakes or faults, and merits or good aspects; give reasons.
<b>define</b>	You need to give the exact meaning of the term or words. Definitions are short and exact. This is not a discussion.
<b>describe</b>	Give an account of something where you recall what you have learned or state what you observed.
<b>determine</b>	Find out the facts. For example, determine how many learners in Grade 11 do physical exercise more than four times a week.
<b>discuss</b>	Write about something; compare a number of possible views about an issue or problem. Debate, consider, and argue the issues. Include comparisons and contrasts, look at pros and cons. Say what you think about the topic. Give a full answer in sentences, not just a list in point form. Always give a conclusion.
<b>do you think</b>	Give your OWN opinions about an issue or problem. Pay attention to the reason you give and arguments you offer; you will not be given marks just for an opinion. Provide well-reasoned or logical reasons for your opinions, based on facts.
<b>enumerate</b>	This is the same as list. Give a number of points.
<b>evaluate</b>	Give your own opinion and /or the opinions of others. Give evidence to support your evaluation. Give an indication of the amount, quality or value of something. Compare a number of possible views about an issue or problem. Make judgements based on facts.

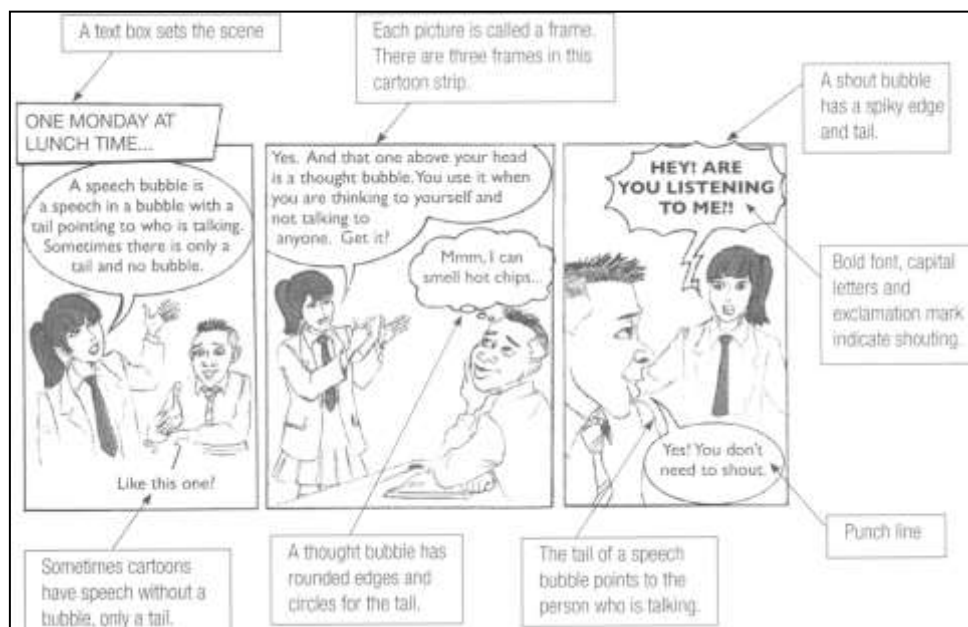
<b>examine</b>	Carefully look at something and in detail so you can comment on it. Break down an issue or problem into smaller parts to understand it. Then explain what you have learned.
<b>Explain</b>	Give details, describe, make clear, make it understandable. Make something plain or simplify. Describe in detail so that it can be understood. Always give examples when you are asked to explain.
<b>give</b>	You supply, provide, present, or offer information.
<b>Identify</b>	Recognise and name someone or something; to say who or what they are.
<b>illustrate</b>	Give realistic examples. Explain very clearly. You can use examples and comparisons.
<b>interpret</b>	Show your understanding of the topic, comment on it, give examples. Describe relationships, explain the meaning.
<b>in your opinion</b>	This asks you what you think about something or feel about something. For example, in your opinion do the youth do enough to celebrate Youth Day on the 16 <sup>th</sup> of June?
<b>list</b>	Give a short list of the points. State in the shortest way. Be brief. Do not discuss or write an essay. Usually you write items one below the other in a list.
<b>match</b>	Find things that go together; find things that are similar or connected to each other.
<b>measure</b>	Find the size, quantity, etc. of something. Judge the importance, value or effect of something.
<b>mention</b>	Write about something without explaining. There should be no detail; keep it brief.
<b>name</b>	Similar to mention; give a brief answer without long explanations.
<b>outline</b>	Summarise, describe main ideas and core points, concepts or events. Give an overview.
<b>prove</b>	Give the facts to support the issue.
<b>state</b>	Explain exactly and clearly as it is.
<b>suggest</b>	Give possible reasons or ideas. These must be believable; they do not necessarily have to be proven to work.
<b>summarise</b>	Give a very short and brief account. Include a short conclusion. Do not give unnecessary details.

## 2. VISUAL LITERACY

### 2.1. CARTOONS

#### GOLDEN RULES FOR ANALYSING A CARTOON

1. When you study cartoons or cartoon strips, ask yourself the following questions:
  - Is the cartoon meant to make me laugh or think seriously about something?
  - What do I notice about the body language of the characters in the cartoon?
  - What do I notice about the font and size of words in the cartoon?
  - What do I notice about the punctuation used?
  - What connections can I make between the words and the drawings?
2. Know the meaning of the technical aspects of the cartoon, as it will most probably be included in the questions:

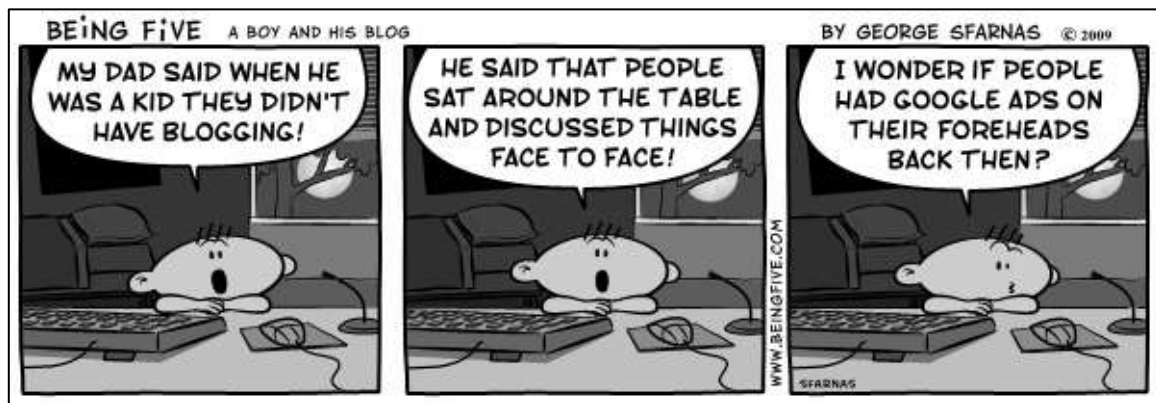


3. To answer questions on cartoons, you need to:

- Understand the 'message' or point of a serious cartoon (i.e. one that is making a comment about something in society that the cartoonist is concerned about) and understand the joke in an amusing cartoon.
- Understand that the way people, animals or objects are drawn in the cartoon affects the meaning of the cartoon (for example, body language and facial expressions).
- Understand how the way words are written in the cartoon (for example, font size, use of capital letters and bold type) affects meaning.
- Understand how punctuation is used to affect the meaning of the cartoon.

## ACTIVITY1: CARTOONS

Study the cartoons and answer the questions based on it. (Source: Groote Schuur HS, 2017)



FRAME 1

FRAME 2

FRAME 3

- 1.1 What is the difference between the boy's generation and his father's generation? (2)
- 1.2 Identify a neologism from the cartoon. (1)
- 1.3 Explain the humour in the cartoon. (2)



- 1.4 How does the cartoon above show the generation gap? (2)
- 1.5 Do you agree with the way the two cartoons portray the youth? Discuss with reference to BOTH cartoons. (3)

[10]

## 2.2. ADVERTISEMENT

### GOLDEN RULES FOR ANALYSING AN ADVERTISEMENT

1. When you analyse advertisements, ask yourself the following questions:

- What is being advertised?
- Who is likely to be interested in this product?
- How do the designers try to make the product appealing?
- Why do they use specific words in the advertisement?
- What does the picture show and why was it chosen?

2. Know the meaning of the following terms:

- **Slogan:** Words that are linked to a product and that are easy to remember (for example, “Finger-licking good”).
- **Logo:** A visual design, sometimes including letters, words or symbols, that is the official sign of a company or organisation (for example, the Nike tick).
- **Font:** The style and shape of printed letters, often especially chosen for emphasis in advertisements or cartoons.
- **Target market:** The type of people an advertisement wants to attract (for example, fashionable young people; wealthy business people).
- **Layout:** The way the advertisement is set out on the page so that certain words and pictures attract attention.
- **Language use:** The choice of words and ways of saying things (for example, the use of slang to sell jeans to young buyers; formal language used to sell banking services to business people; dramatic language used to sell adventure equipment; repetition used to make the reader remember the message).
- **Figures of speech:** The use of metaphor, simile, hyperbole (great exaggeration), onomatopoeia, puns, personification and alliteration (for example, hyperbole and alliteration used together: ‘Betty bakes the best buns in the world’).
- **Sound devices:** Words chosen for the effect of their sounds (for example, onomatopoeia and alliteration used together: ‘Shush, baby’s sleeping’).

3. To answer questions on advertisements, you need to:

- Understand what the words in the advertisement mean; and understand what is shown in the advertisement drawings or pictures;
- Pay attention to how the words and the pictures work together to persuade the reader to buy a product or do what the advertisement suggests (for example, a road safety advertisement may ask that drivers drive slowly);
- Understand how the layout of the advertisement and the use of fonts attracts the reader’s attention;
- Pay attention to how punctuation has been used; and
- Notice the use of figures of speech

## ACTIVITY 2: ADVERTISEMENTS

Study the advertisements below and answer the questions set on it.  
(Source: Groote Schuur HS, 2017)



The text in the advertisement reads:

### **MACBETH: The Scottish Vlog**

*Macbeth* on YouTube (and everything terrible that implies)

An ongoing performance of the Shakespearean classic in the least dignified medium possible.

- 2.1 What is being advertised in the image above? (1)
- 2.2 The advertisement above is for an online performance. Mention TWO examples from the advertisement to support this. (2)
- 2.3 What is a “vlog”? (1)

**AND**



Meet the Macbeths. Scotland's scariest couple is social climbing over a pile of royal corpses. Once they reach the top, they start killing any who threaten them. But is gaining the crown worth losing your sanity?

**MACBETH**  
BY GIUSEPPE VERDI

rFi aM y 2ta8 0: 0mpS  
nu. M ya4 a t:203p

SYRACUSE  
**OPERA**

Hear it. See it. Feel it.

The text in the advertisement reads:

Meet the Macbeths. Scotland's scariest couple is social climbing over a pile of royal corpses. Once they reach the top, they start killing any who threaten them. But is gaining the crown worth losing your sanity?

*MACBETH* by Giuseppe Verdi

Syracuse Opera: Hear it. See it. Feel it.

2.4 Comment critically on the slogan for the Syracuse Opera:

"Hear it. See it. Feel it."

(3)

### QUESTION: BOTH TEXTS

2.5 Which of the two texts, in your opinion, would most successfully make the viewer take action? Support your answer with specific reference to both texts.

(3)

[10]

### 3. SUMMARY WRITING

#### GOLDEN RULES FOR WRITING A SUMMARY

1. Read the instructions in the question paper carefully to determine what is expected/ which seven facts are required.
2. Read the text or article to get a general idea of the subject matter.
3. Then read through it a second time to identify the main points.
  - You can do this paragraph by paragraph.
  - Identify the topic sentences and underline/ highlight it. These are usually the first sentences of each paragraph. They give the main idea for the paragraph (with the following sentences supporting this main idea).
  - Also look for the concluding sentence in the paragraph, as this often summarises the paragraph.
4. Now write the main idea of each paragraph (or section) in one sentence.
  - Use your own words, rather than the author's words. This is important because if you quoted verbatim what the author has written, you'll lose marks.
  - Your summary should be written in PARAGRAPH form.
  - Do not number or bullet your sentences.
  - You may write more than one point per sentence.
  - Always indicate the number of words at the end of your summary.
5. Edit what you wrote.
  - Check for grammar, spelling and punctuation mistakes as you will be penalised for language errors

#### ACTIVITY 3: SUMMARY WRITING

(Source: Groote Schuur HS, 2017)

Carefully read the following text, which explores how to adapt Shakespeare's plays.

**NOTE:** You are required to do the following:

1. Summarise the do's and do not's of adapting Shakespeare's plays.
2. You must write a fluent paragraph, using your OWN WORDS.
3. Your summary should include SEVEN points and NOT exceed 90 words.
4. You are NOT required to include a title for the summary.
5. Indicate your word count at the end of your summary.

## **Foul is fair - the do's and don'ts of adapting Shakespeare's plays**

By Sean Adams | sadams@pennlive.com October 28, 2013

Shakespeare's plays are not just popular on stage. We have recently seen many big-screen adaptations of his works, but not always with positive results. Let us discuss the do's and don'ts for anyone aspiring to create an adaptation.

Putting Shakespeare's plays in a modern setting does not hurt the plot. While staging Shakespeare's plays as if it was still the 1500s is certainly one possible approach, this is hardly the only way to tell a story like *Romeo and Juliet*. All of his plays are just begging for creative ideas in the staging, be it for stage or screen.

No matter how much you love Shakespeare, to be honest: three or four hours is a long time to watch a play. Be practical: you do not have to use every single word of the original. However, be careful when cutting and condensing.

Julian Fellowes, the mastermind behind the *Downton Abbey*, wrote the script for this year's *Romeo and Juliet* and he added new dialogue, which is awfully jarring to even casual Shakespeare fans. In a move that was apparently meant to make the film more accessible, the lasting appeal of Shakespeare - the poetry of his writing - was lost. There is a reason quotes from Shakespeare's plays are among the most famous in the English language.

An all too common criticism of Shakespeare adaptations are casting the wrong people. Maybe some actors are too used to the subtleties of film work to nail the inherent melodrama. Or maybe they just do not understand what it is they are saying. Either way, sometimes it is painfully obvious that certain actors were miscast.

The polarising *Romeo + Juliet* film turns Verona into a Los Angeles-inspired beach city rife with gang warfare, which is exactly the world that young people in the 1990s understood. An innovative concept involves more than just a setting update. Do not be afraid to take a risk with the adaptation so that newer audiences can relate to the film

Finally, the ways people understand and respond to film and theatre are obviously very different. If you really want to get a sense of what these stories are about, try to watch productions that are filmed almost directly from the stage and not only movie adaptations of the plays.

[10]

## **4. ANSWERING A COMPREHENSION TEST**

### **GOLDEN RULES FOR ANSWERING A COMPREHENSION TEST**

1. Read through the passage.
2. Read through the questions based on the passage.
3. Read through the passage again, keeping the questions in mind to locate possible answers.
4. Read through each question again and do the following:
  - Underline/ highlight/ circle the instruction words as to be informed what each question expects you to do.
  - Underline the key word/ key idea
5. Answer the questions and keep the following in mind:
  - Number your answers to correspond with the numbering system used in the question paper.
  - Skip a line between each answer as to facilitate the marking process.
  - Write neatly and legibly.
  - The mark allocation will indicate the length of the required answer.
  - Determine if the answer needs a full sentence, a word or a phrase.
  - If answering in a full sentence, start the answer with a capital letter and end it with a full stop.
  - If you have to quote from the text, enclose the quote with quotation marks/ inverted commas.
  - Answer all the questions because a question that is left unanswered constitutes a zero mark.
  - If time allows it, edit your work to check that you have answered correctly and followed the instructions. Watch out for careless mistakes and proofread your essay and/or short answer questions.
  - Only change an answer if you misread or misinterpreted the question because the first answer that you put down is usually the correct one.

## ACTIVITY4: ANSWERING A COMPREHENSION TEST

Read TEXTS A AND B and answer the set questions. (Source: Groote Schuur HS, 2017)

### TEXT A

#### SHAKESPEARE INC.

**Sensitive poet and honoured playwright, the Bard is as popular as ever, and not just for his way with words: he is a cash cow.**

By JUMANA FAROUKY  
Stratford-Upon-Avon

- 1 When two actors, Henry Condell and John Heminges, started putting together a book of all their friend's plays, they could not have guessed where it would lead. By the time he died in 1616, William Shakespeare was already a popular playwright and well-known actor in England. So when *Mr William Shakespeare's Comedies, Histories, & Tragedies* hit the shelves seven years later, the title page carried the author's name in big letters. Underneath it was a portrait that would have been familiar to anyone who had seen Will on stage - the 17th century equivalent of putting Will Smith's face on a bottle of salad dressing. 5
- 2 Even back then, Shakespeare's value as an artist was tied to his worth at the till. Not that it was a hard sell; he was pretty handy with the quill. From Macbeth's tortured soul to *Much Ado About Nothing's* romantic antics, he had the unusual ability to put into words what it means to be human. But without that weighty tome<sup>1</sup> published by his two friends, Shakespeare might never have gone from local boy made good to global literary icon. Now Shakespeare is a trusted brand and when it comes to the Bard, supply is endless and demand is high. 15
- 3 Shakespeare never saw that kind of adoration while he was alive. It was not until 100 years after he had died that he started getting some respect. By the 18th century, Britain, as part of establishing high culture in Britain, Shakespeare became the national poet. Now he is a symbol of artistry, intelligence and wisdom. His work is recommended reading for school children all over the world. 20
- 4 Before they even understand why, children are taught that Shakespeare is the greatest writer of all time. Most of them grow up to be adults who still believe it - and who buy books. The market for Shakespeare books is too huge to measure. Shakespeare's plays are now translated into over 70 languages including Klingon (the fictional language from *Star Trek*). 24

#### ALL THE WORLD'S A STAGE...AND SCREEN

- 5 Shakespeare may have turned into a bookseller, a leadership guru, a myth - but he started out as a poet and playwright. British scholar Bate is working on a project that he hopes will take Shakespeare back to his roots. He is putting together a new collection of all Shakespeare's plays that will get closer to 1623's First Folio than any other. 30

<sup>1</sup> a book, especially a large, heavy one

6

Apart from updating the English and fixing obvious printer's errors, Bate is sticking to the First Folio. Bate's book will have an on-page glossary pointing out all the naughty bits. "Everybody's always known that Shakespeare uses puns," he says. "But going through word by word, line by line, we are seeing that he does it far, far more than anyone's realised." 35

7

Onstage, a performance of a Shakespeare play ends when the lights go up. In a movie, it is preserved forever. More than 600 films based on Shakespeare's work or life have been made over the past century. Few are huge hits, but some prove just how bankable the Bard can be. Baz Luhrmann's 1996 *Romeo + Juliet* was a commercial champ, seducing the MTV generation and pulling in \$135 million at the box office. *Shakespeare in Love* 40 (1998) is famous for the seven Oscars it picked up.

8

If Shakespeare were alive today, he would probably be writing movies. Some might disagree. Which is kind of the point. Shakespeare's work with its complex characters and universal themes, can mean anything to anyone at any time. The possibilities are endless.

9 It is exactly this freedom to rethink, refresh and rediscover that keeps the industry alive: 45 as long as people find new ways to pay tribute to Shakespeare, others will pay good money to join in. In 1623, Condell and Heminges practically had to beg people to buy a book of Shakespeare's work; today, he sells himself – and he sells well.

[Source: Adapted from: TIME, March 27, 2006]

AND

## TEXT B

✈️ WORLDWIDE DELIVERY
✓ MONEY-BACK GUARANTEE
👤 FULLY CUSTOMIZABLE PRODUCTS



# Shakespeare Ink.

*t-shirts & gifts for lovers of Shakespeare*

A SUBSIDIARY OF THE SHAKESPEARE SHOPPE



## Canvas Handbags

These durable 100% sturdy canvas handbags will help you stay organized and stylish while sporting a unique Shakespeare themed design for all the world to enjoy!



**The text in the image reads:**

Worldwide delivery; Money-back guarantee; Fully customizable products

Shakespeare Ink. T-shirts and gifts for lovers of Shakespeare

A subsidiary of the Shakespeare Shoppe

Canvas Handbags: These durable 100% sturdy canvas handbags will help you stay organized and stylish while sporting a unique Shakespeare themed design for all the world to enjoy!

**QUESTIONS: TEXT A**

**Sub-title**

- 4.1 According to the sub-title of the text, Shakespeare is popular not only for his writing, but also because he is a “cash cow”. Explain this concept in your own words. (2)

**Paragraph 1**

- 4.2 Give two things that Shakespeare was famous for in England in 1616. (2)
- 4.3 The writer compares Shakespeare’s portrait on the title page of his first book to “putting Will Smith’s face on a bottle of salad dressing.” Do you think this is an effective comparison? Motivate your answer. (3)

**Paragraph 2**

- 4.4 What does the word “unusual” suggest about Shakespeare’s ability? (2)
- 4.5 How did Shakespeare’s two friends contribute to his success? (2)
- 4.6 Do you agree with the view that Shakespeare is a “trusted brand”? Discuss. (2)

**Paragraphs 3 and 4**

- 4.7 Apart from being national poet, give TWO reasons to prove Shakespeare’s popularity in the world today. (2)

**Paragraphs 5 and 6**

- 4.8 Explain why Shakespeare can be considered as an “industry” these days. (2)
- 4.9 Mention two things that the British scholar Bate will change in his new collection of all Shakespeare’s plays. (2)

**Paragraph 7**

- 4.10 Comment on the diction used to indicate the success of movie adaptations of Shakespeare’s plays in paragraph 7. (3)

## Refer to the passage as a whole

- 4.11 Suggest why the writer makes reference to Condell and Heminges in both the opening and closing sentence. (3)

## QUESTIONS: TEXT B

- 4.12 How do the image AND the text convey the idea that Shakespeare has become a money-generating industry? (2)

## QUESTION: TEXTS A AND B

Both TEXT A and TEXT B addresses the issue of Shakespeare becoming a money-generating industry.

- 4.13 Which text, in your view, is the most effective in addressing this issue? Motivate your answer. (3)

[30]

## 5. PARTS OF SPEECH

A category to which a word is assigned in accordance with its syntactic functions. In English the main parts of speech are noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, and interjection.

### THE PARTS OF SPEECH POEM

Every name is called a **noun**,  
As **field** and **fountain**, **street** and **town**.  
In place of noun the **pronoun** stands,  
As **he** and **she** can clap their hands.  
The **adjective** describes a thing,  
As **magic** wand or **bridal** ring.  
The **verb** means action, something done,  
As **read** and **write** and **jump** and **run**.  
How things are done the **adverbs** tell,  
As **quickly**, **slowly**, **badly**, **well**.  
The **preposition** shows relation,  
As **in** the street or **at** the station.  
**Conjunctions** join, in many ways,  
Sentences, words, **or** phrase **and** phrase.  
The **interjection** cries out, "**Hark!**"  
I need an exclamation mark!"

Name	Function	Clue	Example
<b>Nouns</b>			
<b>1. Common Noun</b>	Names of ordinary, everyday things.	A, the...	There are <b><u>desks</u></b> and <b><u>chairs</u></b> in every <b><u>classroom</u></b> .
<b>2. Proper Noun</b>	Names of People, places etc.	Capital letter	My teacher, <b><u>Mrs Jones</u></b> , comes from <b><u>England</u></b> .
<b>3. Collective Noun</b>	Names a collection or group.	Replaces 'lots of...'	A <b><u>staff</u></b> of teachers. A <b><u>class</u></b> of students. A <b><u>bouquet</u></b> of flowers. A <b><u>swarm</u></b> of bees.
<b>4. Abstract Noun</b>	Something which is not visible or tangible.	You can give it to someone, but not in a box. You feel/ experience it.	John's <b><u>intelligence</u></b> and <b><u>perseverance</u></b> won him a trophy. A mother's <b><u>love</u></b> is never-ending.
<b>Pronoun</b>	Stands in the place of a noun.	Can replace a noun.	Mary is given homework every day and <b><u>she</u></b> does <b><u>it</u></b> diligently.
<b>Adjective</b>	Describes a noun.		The <b><u>talented</u></b> teacher motivated the <b><u>enthusiastic</u></b> students.
<b>Verb</b>	Doing word.		We <b><u>work</u></b> in the mornings and <b><u>play</u></b> in the afternoons.
<b>Adverb</b>	Describes/ tells more about the verb.	Ask How? Where? When? etc.	He ran <b><u>fast at school yesterday</u></b> .
<b>Conjunction</b>	Joining word.	Joins two words; phrases or clauses.	She went to school <b><u>although</u></b> she was feeling ill.
<b>Preposition</b>	Words which usually relate two words or phrases to one another.		The teacher sat <b><u>on</u></b> her chair <b><u>behind</u></b> the table <b><u>in</u></b> the classroom.
<b>Article</b>	A; an; the	Usually found in front of a noun.	John won <b><u>a</u></b> prize. (Indefinite) John ate <b><u>an</u></b> apple. (Indefinite) John opens <b><u>the</u></b> door. (Definite)
<b>Interjection</b>	Expresses emotion.	Usually followed by an exclamation mark.	<b><u>Ouch!</u></b> That hurt.

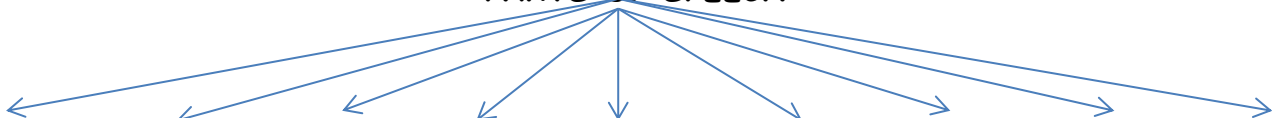
## **ACTIVITY 5: PARTS OF SPEECH**

5.1. Read the text provided and group each word under the Part of Speech it belongs to on the worksheet provided.

### **TEXT**

Before they even understand why, children are taught that Shakespeare is the greatest writer of all time. Most of them grow up to be adults who still believe it - and who buy books. The market for Shakespeare books is too huge to measure. Shakespeare's plays are now translated into over 70 languages including Klingon (the fictional language from *Star Trek*).

### **PARTS OF SPEECH**



Noun	Pronoun	Adjective	Verb	Adverb	Conjunction	Preposition	Article/ Determiner	Interjection

## 6. TAUTOLOGY AND REDUNDANCY

- Tautology is redundancies within phrases. Redundancy is any kind of repetition: phrases, sentences, paragraphs, entire books, it's all the same; the scale isn't important.
- A tautology refers to phrasing that repeats a single meaning in identical words: They followed each other one after the other in succession

### TAUTOLOGY

**Definition:** unnecessary repetition of an idea, in different words; to repeat the same thing in different words

**Examples:**

- a good-looking beautiful woman
- a round circle
- a big giant
- a widow woman

### ACTIVITY 6: TAUTOLOGY AND REDUNDANCY

6.1 Complete the following worksheets.

**Match Tautology**

Tautology is a style or logic where you say something by repeating it and/or saying it in a different way twice

**Directions:** Draw a line between the words/phrases on the left and their tautological pair on the right.

1. Say it...	...desert
2. Evening....	...sunset
3. Sweet...	...sunset
4. Dry	...out loud
5. Morning	...candy

Download more worksheets at [kizikonnert.com](http://kizikonnert.com)

**Remove Tautology**

Tautology is a style or logic where you say something by repeating it and/or saying it in a different way twice

**Directions:** Read each phrase and cross out the repeated words or phrases (tautology). Explain your choices.

1. Conclude the reading at the end.  
Explanation: \_\_\_\_\_
2. Put your hands together and clap for the next guest.  
Explanation: \_\_\_\_\_
3. The breezy wind blew through the trees.  
Explanation: \_\_\_\_\_

Download more worksheets at [kizikonnert.com](http://kizikonnert.com)

## 7. SENTENCE CONSTRUCTION

### SENTENCES BASED ON PURPOSE

<b>1. Statements</b> Declarative Sentences - Make statements - End with periods <i>We own a cat.</i>	<b>2. Questions</b> Interrogative Sentences - Ask questions - End with question marks <i>Where is the cat?</i>
<b>3. Exclamations</b> Exclamatory Sentences - Make statements with emotion - End with exclamation marks <i>The cat is cute!</i>	<b>4. Commands</b> Imperative Sentences - Give commands/ make requests - End with periods or exclamation marks <i>Feed the cat.</i>

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### FOUR SENTENCE STRUCTURES

<b>1. Simple</b> 1 Independent Clause <i>I kicked the ball.</i>	<b>2. Compound</b> 2 or More Independent Clauses <i>I kicked the ball, and it hit Tom.</i>
<b>3. Complex</b> 1 Independent Clause & 1 or More Dependent Clauses <i>Tom cried because the ball hit him.</i>	<b>4. Compound-Complex</b> 2 or More Independent Clauses & 1 or More Dependent Clauses <i>Tom cried because the ball hit him, and I apologized immediately.</i>

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## PHRASE VS. CLAUSE

CLAUSE	PHRASE
<p>A <b>clause</b> is a part of the sentence that contains a verb. A typical clause consists of a subject and a predicate, the latter typically a verb phrase, a verb with any objects and other modifiers.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• He must stop laughing.</li> <li>• They have done the job.</li> <li>• Tom likes the meat.</li> <li>• We like the music that you brought.</li> </ul>	<p>A <b>phrase</b> is a small group of words that adds meaning to a sentence. A phrase is not a sentence because it is not a complete idea with a subject, verb and a predicate.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• The information age (Noun phrase)</li> <li>• Earnest in her desire (Adjective phrase)</li> <li>• Much too quickly to see clearly (Adverb phrase)</li> <li>• After a very long walk (Prepositional phrase)</li> </ul>

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## ACTIVITY 7: SENTENCE CONSTRUCTION (Source: K5 Learning)

### 7.1. Compound sentences

Combine each pair of sentences using the word in brackets.

- 7.1.1. She did not go to the park. It was too late in the evening. (*for*)
- 7.1.2. They arrived early at the show. They had great seats. (*and*)
- 7.1.3. My family has never been to Washington. We have seen Boston. (*but*)
- 7.1.4. I really like chocolate cake. I am too full for dessert. (*but*)
- 7.1.5. We could start the movie now. We could wait for Julia to arrive. (*or*)
- 7.1.6. I am allergic to cats. I love to pet them. (*yet*)
- 7.1.7. Mark finished his homework. We can go play outside. (*so*)
- 7.1.8. You cannot go outside. It started to rain. (*for*)
- 7.1.9. They moved their toys to the side. They had room for the race track. (*and*)
- 7.1.10. She does not play the piano. She does play the flute. (*but*)
- 7.1.11. The cake is dry. The caramel sauce is good. (*but*)
- 7.1.12. We can have pizza for supper. We can have spaghetti. (*or*)

### 7.2. Complex Sentences

Expand the sentences using the word in brackets.

- 7.2.1. She will take you to the mall. (*although*)
- 7.2.2. You must shower. (*before*)
- 7.2.3. He will try it your way. (*even though*)
- 7.2.4. They need to practice every day. (*if*)
- 7.2.5. They will eat their dinner. (*once*)
- 7.2.6. He emptied the garbage. (*after*)

## 8. ANSWERS FOR ACTIVITIES

### ACTIVITY 1: CARTOON

- 1.1 His father's generation discussed things face to face✓ while the boy's generation blogs about things. ✓ (2)
- 1.2 "blogging" ✓ (1)
- 1.3 Google Ads are advertisements on the internet and on blogs. The boy is wondering how people advertised when his dad was a child.✓ If they talked face to face, did they have advertisements on their foreheads? This image of people with advertisements on their foreheads creates humour. ✓ (2)
- 1.4 The boys are looking at a book from the one boy's grandfather✓and the other boy wants to know how to turn it on. The older generation read while the younger generation are only used to electronics. ✓ (2)
- 1.5 Accept both a well-reasoned negative and a positive response. Global marking. ✓✓✓ (3)
- [10]**

### ACTIVITY 2: ADVERTISEMENT

- 2.1 A YouTube / vlog / online performance of Shakespeare's *Macbeth*. ✓ (1)
- 2.2 The mention of YouTube✓ / vlog. ✓ The laptop and camera on the table in the picture. The YouTube links at the bottom of the advertisement. ✓ Or referring to it as the "least dignified medium possible." ✓ [any two] (2)
- 2.3 Video log✓ / video on YouTube✓ / description of what it is must include the word "video"✓ (1)
- 2.4 The slogan refers to three different senses: hearing, seeing and feeling. ✓ This implies that it is an immersing ✓ performance as it involves three of the senses. So there is dialogue and music, visuals and emotional responses involved. ✓ (3)
- 2.5 The first text as it is easy to follow✓ the links to view the vlog on YouTube. ✓✓ // The second will appeal only to a select audience✓: those who love Shakespeare and opera.✓✓ (3)
- [10]**

### ACTIVITY 3: SUMMARY

The summary should be marked as follows:

Mark allocation:

- 7 marks for 7 points ( 1 mark per main point)
  - 3 marks for language
  - Total marks: 10
- 
- Distribution of language marks:
    - 1–3 points correct: award 1 mark
    - 4–5 points correct: award 2 marks
    - 6–7 points correct: award 3 marks

**Distribution of Language marks when candidate has quoted verbatim:**

- 6–7 quotes: award no language mark
- 1–5 quotes: award 1 language mark

NOTE: The points must be coherent, i.e. they must make sense to the marker.

	QUOTATIONS		OWN WORDS / POINTS
1	“...modern setting does not hurt the plot.”	1	You can be creative with the setting.
2	“...begging for creative ideas in the staging...”	2	You can be creative with the staging of the play.
3	“Be practical: you do not have to use every single word of the original”	3	You can leave out and shorten/reduce some of the text.
4	“be circumspect when cutting and condensing”	4	Do not change/adapt the text so much that the essence of Shakespeare’s plays – his poetry – gets lost in the adaptation.
5	“...make the film more accessible...lasting appeal...the poetry of his writing...was lost”	5	Do not add new dialogue / your own dialogue
6	“...casting the wrong people” / “...certain actors were miscast.”	6	Do not cast actors/actresses who are not suited to the roles.
7	“An innovative concept involves more than just a setting update.” / “Do not be afraid to take a risk with the adaptation.”	7	Use a new/bold/risky idea.
8	“the ways people understand and respond to film and theatre are obviously very different”	8	Remember that there is a difference between people’s understanding to/ responses to a stage and a screen adaptation.
9	“...watch productions that are filmed almost directly from the stage”	9	Go and see stage productions that have been filmed for a true idea of the stories.

## ACTIVITY 4: COMPREHENSION

- 4.1 Shakespeare is like a business/industry✓ that generates money. ✓ // His works✓ (poems and plays) still make lots of money✓...(in the same way as a cow generates milk. ✓) (2)
- 4.2 He was a famous playwright / writer / poet✓ and actor. ✓ (2)
- 4.3 In the 17<sup>th</sup> century, Shakespeare had the same level of fame✓ as Will Smith has today and his face on a book would have selling power,✓ just like Will Smith's endorsement would sell products today.✓  
[Accept negative responses] (3)
- 4.4 It suggests that there was no one else like him at the time. His ability was special / unique / distinctive / uncommon / unmatched / exceptional / extraordinary / rare / singular etc. ✓✓(2)
- 4.5 If they had not published (written down) his first collection✓, all that he wrote might have been lost and he would not have become a global icon.✓ If they had not published his work✓ he might only have been famous in his home town and not world-wide.✓ (2)
- 4.6 Yes because his success has been proven throughout the ages.He is a well-known name and his plays are still prescribed (either point) and made into movies. This proves that his 'products' are reliable/dependable.✓ ✓ (2)
- OR
- No because his particular brand is outdated and it is not a given that people will definitely buy products relating to Shakespeare. His name also has a negative connotation to some people (either point) and this will affect his selling power. ✓✓ (2)
- 4.7 He has come to represent artistry, intelligence and wisdom.✓  
His work is still prescribed for school children world-wide.✓  
Children are still taught that he is the greatest writer of all time.✓  
There is still a very big market for his books.✓  
The plays have been translated into over 70 languages.✓  
[ANY 2] (2)
- 4.8 Shakespeare can be considered an industry because his plays and everything associated with his name is still making money✓ still continuing to grow.✓ (2)
- 4.9 He will modernise the language✓ and correct obvious printer's errors.✓  
It has an on-page glossary ✓ and more explanations of puns/naughty bits.✓  
[any two] (2)

4.10

- “huge hits” - alliteration and connotations of ‘huge hits’ implying immense success. ✓
- “bankable...Bard” - alliteration and use of ‘bankable’ to indicate money earned as well as the word “Bard” for Shakespeare. ✓
- “commercial champ” - alliteration and connotations of ‘champ’ as in champion which implies success. ✓
- “seducing the MTV generation” - use of the word ‘seducing’ to imply that the movies’ success with this generation was unexpected. ✓
- “pulling in \$135 million” / “famous” - also imply success. ✓

[Award 1 mark for the diction chosen + 2 marks for the discussion]

[Accept cogent alternative responses]

(3)

- 4.11 Reference to the two actors in both the opening and closing sentences creates a sense of cohesion / link between opening/closing. ✓ The opening sentence suggests that they would never have thought that their friend’s plays would be such a success and the closing sentence reiterates this idea, but shows that the opposite has happened: Shakespeare is so popular that he has become a money-making industry. ✓✓

[Award 1 mark for reference to them as Shakespeare’s friends / influence ✓]

(3)

- 4.12 It is an advertisement for merchandise related to Shakespeare like T-shirts and other gifts. Also the name: Shakespeare Ink. which is a play on “ink” and “inc.” as in incorporated. ✓✓

[IMAGE ✓ and TEXT ✓]

(2)

- 4.13 TEXT A is effective because it is analytical and informative. ✓ It discusses the topic in depth with examples to support the assertions. ✓ The tone is conversational and contains some humour which will appeal to the reader. ✓

TEXT B supports the idea of Shakespeare as a commodity even though he lived centuries ago. ✓ This is effectively portrayed by the idea of gifts and other products being sold. ✓ Text B might appeal to a smaller audience – only those who really love Shakespeare will be interested in buying these products. ✓

[Award 1 when the candidate differentiates between the differing styles of the texts, i.e. article vs advertisement or the audience/intention of the texts at a very basic level, e.g. Text A is long and Text B has pictures.] ✓

(3)

**[30]**

## ACTIVITY 5: PARTS OF SPEECH

PARTS OF SPEECH								
Noun	Pronoun	Adjective	Verb / auxiliary verb	Adverb	Conjunction	Preposition	Article/ Determiner	Interjection
children	they	greatest	understand	now	before	too	the	
Shakespeare	who	huge	are	even	and	from		
writer	it	fictional	taught	still	that	to		
time		most	is	why		of		
adults		70	believe	them		up		
books		all	buy			into		
market			translated			over		
plays			measure			for		
languages			including					
Klingon			be					
language			grow					
Star Trek								

## ACTIVITY 6: TAUTOLOGY AND REDUNDANCY

### Match Tautology

Tautology is a style or logic where you say something by repeating it and/or saying it in a different way twice

Directions: Draw a line between the words/phrases on the left and their tautological pair on the right.

1. Say it...

2. Evening...

3. Sweet...

4. Dry

5. Morning

...desert

...sunset

...sunset

...out loud

...candy

Download more worksheets at [k12connect.com](http://k12connect.com)

**Remove Tautology**

Tautology is a style or logic where you say something by repeating it and/or saying it in a different way twice

Directions: Read each phrase and cross out the repeated words or phrases (tautology). Explain your choices.

1. Conclude the reading at the end.  
Explanation: \_\_\_\_\_
2. Put your hands together and clap for the next guest.  
Explanation: \_\_\_\_\_
3. The breezy wind blew through the trees.  
Explanation: \_\_\_\_\_

Download more worksheets at [k5learning.com](http://k5learning.com)

REDUNDANT WORDS	EXPLANATION
1. at the end	Conclusion is at the end
2. and clap	Put your hands together (in this context) = to clap
3. breezy	Wind and breeze=synonyms

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- 7.1.5. We could start the movie now, or we could wait for Julia to arrive.
- 7.1.6. I am allergic to cats, yet I love to pet them.
- 7.1.7. Mark finished his homework, so we can go play outside.
- 7.1.8. You cannot go outside, for it started to rain.
- 7.1.9. They moved their toys to the side, and they had room for the race track.
- 7.1.10. She does not play the piano, but she does play the flute.
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### 7.2. Complex Sentences

- 7.2.1. She will take you to the mall, *although it is very far from her home*.
- 7.2.2. You must shower *before you go to bed*.
- 7.2.3. He will try it your way, *even though he knows he is right*.
- 7.2.4. They need to practice every day, *if they want to win the championship*.
- 7.2.5. They will eat their dinner, *once they have completed their homework*.
- 7.2.6. He emptied the garbage, *after his father asked him to do it*.