

JUNE EXAMINATION

JUNE 2016

**ENGLISH FIRST ADDITIONAL LANGUAGE: PAPER I**

**Time:** 2 ½ hours

**Marks:** 100

**Examiner:** Ms U. Steenkamp, Ms L. Tshabalala, Ms M. Erasmus, Ms L. Hart, Mr D. Dreyer

**Moderator:** Ms K. Lindeque

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**PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

1. This question paper consists of 11 pages. Please check that your question paper is complete.
  2. Read the questions carefully.
  3. Answer ALL the questions.
  4. Please start each section on a new page.
  5. Do not write in the margin. Draw a teacher's margin on the right hand side of your answer sheet.
  6. It is in your own interest to write legibly and to present your work neatly.
  7. Number your answer exactly as they questions are numbered.
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**SECTION A: COMPREHENSION**

**QUESTION 1**

Read the passage below and answer the questions that follow.

## 5 Interesting facts about Winter

**It's the time of year when the earth's axis is most tilted away from the sun giving us the coldest season of the year.**

Winter is a fascinating time of year and we have 5 interesting facts about the season.



### 1. Winter is coming

There are two different dates when Winter could be said to begin, depending on whether we are referring to the Meteorological or Astronomical winter.

Winter defined by the Earth's orbit around the sun, begins on the Winter solstice which falls on 21 or 22 December.

However, when recording and comparing climate data, it is important to have set dates that can be compared and so for this reason a fixed date of the 1 December is used to mark the start of the meteorological Winter.

### 2. Earth is closest to the sun in Winter

You might be surprised to know that in the northern hemisphere the earth is closest to the sun during winter.

On January 2 2016 the Earth will reach *perihelion* (*peri* meaning 'near' and *helion* meaning 'sun') and the earth is 3.1 million miles closer to the sun than at *aphelion* (around July 5 when the earth is furthest from the sun).

Earth's distance from the sun is not what causes the seasons (it is the tilt of the earth's axis) but it does affect the length of them. Around *perihelion* the earth is moving around 1 kilometre per second faster than at *aphelion* which results in winter being 5 days shorter than summer.

### 3. The roots of winter

The word winters comes from the Germanic *wintar* which in turn is derived from the root *wed* meaning 'wet' or 'water', and so signifying a wet season.

In Anglo-Saxon cultures, years were counted by the winters, so a person could be said to be '2 winters old'. The first day of winter was also of symbolic importance named *Vetrardag* and falling comparatively early in the year between October 10th and 16th.

#### 4. Wet snow vs. dry snow

Ever wondered why sometimes snow sticks together and sometimes is powdery and loose? The reason for this lies in the snowflakes journey as it falls through the atmosphere.

Snowflakes that fall through a dry, cool atmosphere will be small and powdery and won't stick together. We call this **dry snow** – it's ideal for snowflakes, but not for building a snowman.

The snowflakes that form **wet snow** will have fallen through temperatures slightly warmer than 0 °C. As they fall, the snowflakes melt slightly around the edges and stick together to form large, heavy flakes. This sticks together easily and is the best for a snowball fight and making snow men.

#### 5. Reindeer vision

Some Reindeer living above the Arctic Circle live in complete darkness for several weeks of the year.

To adapt to this, a small area of tissue behind the retina called the *tapetum lucidum* changes colour from a gold colour in summer months to blue in winter. This allows the reindeer's eyes to detect ultraviolet light and to see in the dark.



Last updated: 2 December 2015

- 1.1 Provide an additional title for this article. [2]
- 1.2 Supply the denotative and connotative meaning of winter. [2]
- 1.2 Give a brief explanation for the season winter. Quote to prove your answer. [2]

- 1.3 Explain the two different dates for winter using your own words. [4]
- 1.4 Where will we locate earth in the hemisphere during winter? [1]
- 1.5 Heading number three (3) states: “The roots of winter”. Describe the literal and figurative meaning of this heading. [2]
- 1.6 In heading three: “The roots of winter”, the author wrote “Germanic *wintar*”. Why is *wintar* written in italics? [1]
- 1.7 How did the Anglo-Saxons count winter? [1]
- 1.8 Write down what ‘vs’ stands for as used in heading four also indicate whether it is an acronym or an abbreviation. [2]
- 1.9 Do you think the use of a rhetorical question in such an article is effective? Use an example from the article and explain whether it is effective or not. [3]
- 1.10 By using your own words explain what is meant by “Dry show” and “Wet snow” [4]
- 1.11 What is so interesting about a Reindeer’s vision during winter? [3]
- 1.12 If you had to choose any season of the year, which one would it be and why? [2]

**TOTAL SECTION A: [29]**

**PLEASE TURN THE PAGE**

**SECTION B: SUMMARY**

**QUESTION 2**

**Read the article ‘How can I help someone in my life who’s depressed?’ then follow the instructions below.**

## **How Can I Help Someone in My Life Who’s Depressed?**

By [John M. Grohol, Psy.D.](#)

At one time or another in our lives, we’ve known someone who’s been depressed. They seem inconsolable and sad all the time, and no longer want to hang out with us, text with us, or interact with us in all the ways they used to. It almost feels like they’re pushing us away.

That’s the depression talking, and it works hard to try and keep friends and family away from the person suffering from depression.

The most important thing anyone can do for the depressed person is to help him or her get an appropriate diagnosis and treatment. This may involve encouraging the individual to stay with treatment until symptoms begin to abate (several weeks), or to seek different treatment if no improvement occurs. On occasion, it may require making an appointment and accompanying the depressed person to the doctor. It may also mean monitoring whether the depressed person is taking medication.

The second most important thing you can offer someone with depression is your emotional support — why you’re friends with the person to begin with. Knowing another person cares about them and wants them to no longer suffer is the glimmer of hope that can keep someone with depression hanging on for another day. Offering your emotional support means providing understanding, patience, affection, and encouragement. You need to be the rock in the person’s storm of depression.

Engage the depressed person in conversation and listen carefully. Do not disparage feelings expressed, but point out realities and offer hope.

Invite the depressed person for walks, outings, to the movies, and other activities. Be gently insistent if your invitation is refused. Encourage participation in some activities that once gave pleasure, such as hobbies, sports, religious or cultural activities, but do not push the depressed person to undertake too much too soon. The depressed person needs diversion and company, but too many demands can increase feelings of failure.

Never accuse or suggest the depressed person of faking illness or of laziness, or expect him or her “to snap out of it.” Depression is as real a disorder as is diabetes. So no more than a person with diabetes could just “snap out” of their illness, nor can a person with depression snap out of theirs. You should not ignore remarks about suicide.



**Write notes for a pamphlet giving people TIPS ON HOW TO HELP A FRIEND WHO IS DEPRESSED.**

**INSTRUCTIONS:**

- Write in point form. Mention 5 points
- Number your points.
- Each point must be a full sentence.
- Use your OWN words as far as possible.
- Your summary should **not be more than 50-60 words**.
- Indicate the number of words you have used in brackets at the end of your summary.
- You will be penalised for exceeding the maximum number of words, or failing to indicate the number of words used.

**TOTAL SECTION B: 10**

**SECTION C: POETRY**

**QUESTION 3 SEEN POEMS**

Read the following poems that you have studied in class and answer the questions set on both.

## My Future

What will be  
Left for me  
When I grow up?

Will there be  
Pure air to breathe  
Will the sea be clean?

Will tarmac  
Cover all the fields  
Will they still be green?

Milk from cows  
Meat, fruit and veg  
Will they be fit to eat?

Will sunlight hurt  
Will fumes from cars  
Clog up a crowded street?

Will blue whales sing  
Will elephants  
And rhinos still survive?

Will you have left  
Us anything  
Healthy and alive?

When I've grown up  
And I'm in charge  
What will it be worth?

If you have used  
The goodness up  
And destroyed the Earth?

- 3.1 Identify the rhyme scheme in the poem as a whole. [1]
- 3.2 Who is the “you” the speaker mentions in the poem? [1]
- 3.3 What is the tarmac the poet is referring to in stanza 3? [1]
- 3.4 Name TWO animals the poet is concerned about. [2]
- 3.5 What is the issue the poet is addressing in the poem? [1]
- 3.6 Do you think the issue in question 3.5 is something that is a real issue?  
What do you think needs to be done to solve this issue? [2]
- 3.7 Mention TWO things the poet questions about his/her future. [2]
- [10]

**QUESTION 4 UNSEEN POEM**

**The start of the removal**

On a Monday morning  
when some people were hailing taxis  
others rushing to buses and trains  
when teachers and school-children  
were packing their books  
peeping out of windows to see so-and-so  
their time keeper  
was leaving for the factory or office-job  
when the local businessman  
eyes large and sleepy  
like he was an owl  
sat at the till  
waiting for the early customer  
to make his insomnia worthwhile  
when the housewives  
started bending  
their overused frames  
raising dust on the pavement  
in front of their yards  
with home-made grass brooms  
when a midwife wearily flung  
instructions at an old lady  
whose daughter had just  
given birth to her third child

by her third 'boyfriend'  
the first five families  
woke up  
to the drone of the bull-dozers  
and the impatience of heavy trucks  
The removal had started!  
*Sipho Sepamia*

- 4.1 On what day of the week did the removal start? [1]
- 4.2 What did the teachers and school children take to school? [1]
- 4.3 The time-keeper left for which possible jobs? [2]
- 4.4 What is the meaning of the word 'insomnia' (stanza 2) [1]
- 4.5 Identify the figure of speech in line 26. [1]
- 4.6 What is the local businessman compared with? [1]
- 4.7 Which chore were the housewives busy with early in the morning? [1]
- 4.8 What is the job of a midwife? [1]
- 4.9 Do you think the poet presents us with an effective description of what an 'ordinary' Monday morning is like? Explain your answer. [2]
- 4.10 Why do you think the poet waits so long to say that the removal has started? Why does he not say it in the first line? [1]
- 4.11 What would make the insomnia of the businessman worthwhile? [1]
- 4.12 Do you think the daughter planned her third child in stanza 6? Give a reason for your answer. [2]

**TOTAL SECTION C: [15]**

**SECTION D: VISUAL LITERACY**

**QUESTION 5**

Study the cartoon strip answer the questions below.



- 5.1 **Refer to Frame 2.**  
 What woke Garfield up and what do you think it symbolises? [2]
- 5.2 **Refer to frame 6**
- 5.2.1 Describe the expression on Jon’s face by using ONE adjective. [1]
- 5.2.2 Describe the expression on Garfield’s face using ONE adjective. [1]
- 5.3 **Refer to frame 7.**
- 5.3.1 Explain where Jon and Garfield have gone and why? [2]
- 5.3.2 How many *donuts* are in a dozen? [1]
- 5.3.3 Give the correct spelling for *donut*. [1]

