Western Cape Government

CURRICULUM FET

English HL

Learner booklet

TERM TWO 2025

Back on Track

BACK ON TRACK PROGRAMME

GRADE 12

Western Cape Government

QUALITY EDUCATION

for every child | in every classroom | in every school in the province.

SESSION 3

POETRY AND NOVEL (CONTEXTUAL)

POETRY SECTION: MASTERING THE UNSEEN POEM
Concepts to be revised:
Introduction - tips from examiners

INTRODUCTION:
How should I approach an unseen poem?

- **Unseen poetry is a chance for you to show the examiner your skills at language analysis and closer reading.**
- **To start with an unseen poem, make sure you've got a couple of highlighters to hand in order to mark out the different techniques throughout.**
- **It is important to read through the poem a couple of times before you start analysis. Although the stress of the exam may make you feel like you need to dive straight in, an overall read through of the poem will enable you to analyse the stanzas in context, allowing you to understand the poem quickly.**
- **After a couple of read-throughs, it's a good idea to make a couple of notes to the side on a couple of main areas, such as the speaker, who the poem might be addressed to, and other important details such as any contextual information the poem may be related to.**
- **Following this, you can start to move through the poem stanza by stanza, pulling out relevant poetic techniques such as the rhyme scheme, metaphors etc. You are then ready to move on to writing your answer.**

You have been exposed to 3 different analysis methodologies thus far:
1. **TWIST**
2. **SWIFT**
3. **FOUR-SQUARE**

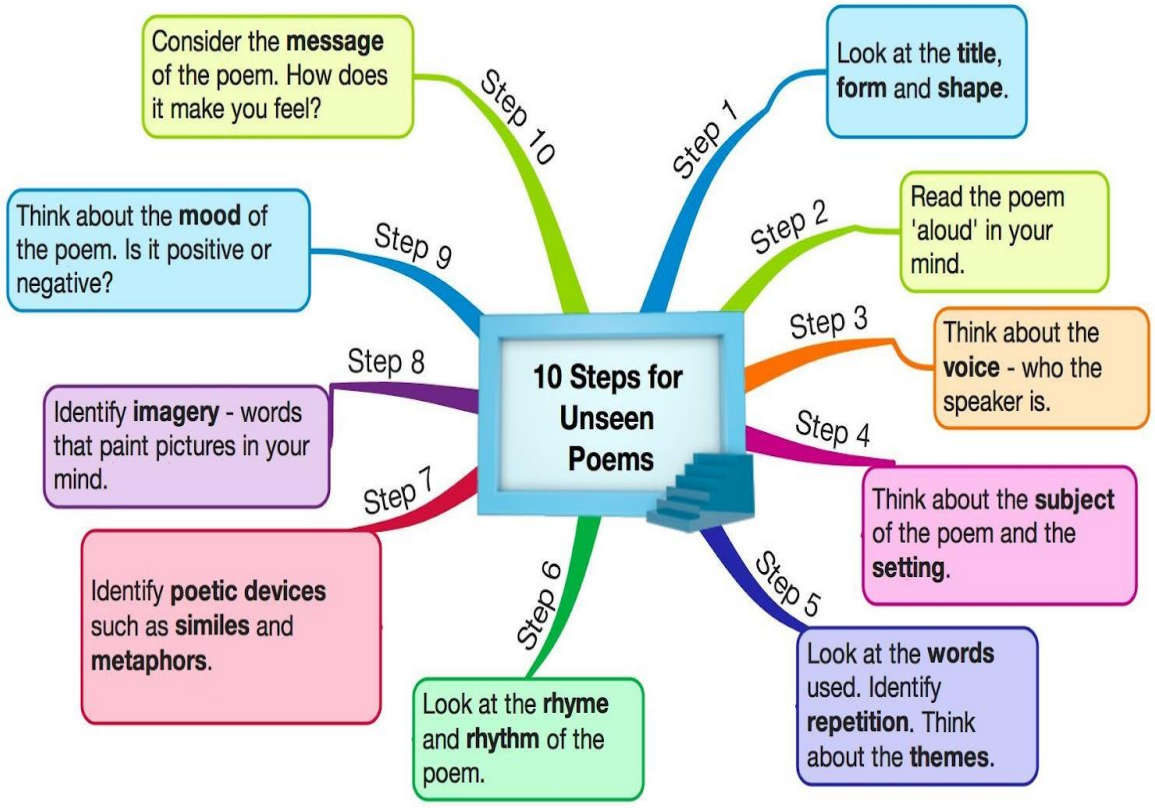
YOU need to determine which ONE/TWO of these methodologies work the best for YOU!

REMEMBER: The UNSEEN poem is COMPULSORY to answer in the EXAMS

Examiners will assess your answers based on:

Your understanding of the literal meaning **and the 'story'** of the poem.You need to identify information that is clearly given in the poem
Your ability to reorganise information in the poem.
Your ability to provide information that may not be clearly stated in the poem provided, using what you already know about the poem as a whole. This process is called inference. For example, you may have to explain how a figure of speech affects your understanding of the poem as a whole.
Your ability to make your own judgements and form opinions about aspects of the poem **in context.** This process is called evaluation. In your response, you will be expected to provide proofor justification from the context of the poem. In other words, you do not respond from your general knowledge of poem.
Your ability to respond to the emotional level of a poem. This is called appreciation. For example, you may be asked what you would have done in the situation described in the poem. You may be asked to discuss how the writer's style helps to describe the tone and mood of a poem.

10 Steps to analyse the UNSEEN poem



POETRY TERMS:

Theme(s): This is the subject, central idea(s) or underlying thought(s), **which the poet is trying to explain orhighlight in the poem**. It must be noted that there can be more than one theme in the poem.
Intention: The reason or motive the poet had for writing the poem.
Style: It is the manner in which a poet or writer expresses his/her distinctive traits or the individual manner in which he/she uses the language at his/her disposal. It includes many aspects but sometimes it helps tolook at the period in which the poem or work was written to determine the poet's style. Sometimes it is useful to sum up a poet's style in a word or two:
* colloquial, * conversational, * emotive, * factual, * humorous, * idior * sensational, * succinct * terse, * technical, * clichéd, etc.
Diction: This refers to the poet's choice of words. Every word used by the poet must be seen as a way to enhance and guide the reader to his proposed intention. **Diction is a vital component to understanding the poet's intention.**
Tone: It is the poet's attitude towards the subject **of the poem.** The tone can only bedetermined once one has examined the **diction of the poem** thoroughly. The tone may also vary within a poem.

(Emotional is not an example of tone, the emotion should be specifically stated.)
Look at the examples of tone below:

* sincere, * ironical, * mocking, etc.	* humorous, * loving,	* forceful, * sentimental,	*critical, * joyful,	* sarcastic, * melancholic, * bitter,

Mood:
Mood or feeling is a term used to refer to the atmosphere the poet creates within the particular work. It is related to the tone and in some ways mood may also be said to reflect the poet's attitude towards the subject matter.

*cheerful, *reflective, *gloomy, *humorous, *melancholy, *idyllic, *whimsical, *romantic.

Imagery:
It is the use of word-pictures or images that usually appeal to our senses but they may also appealto the heart or the mind. (Imagery is gathered by the understanding of the diction, tone and mood.)

Form:
This is the structure of the poem. It can be rigid and prescribed or loose and undefined

SWIFT METHOD

The poetry essay requires you to write a detailed essay based on your poetic analysis. The SWIFT method will be used to help you analyze the poem.	
S	The overall **sense** of the poem. To which senses does it appeal to?
W	this refers to the **words** (diction) being used in the poem. How do certain words contribute to the meaning of the poem?
I	**imagery** that is used in the poem. How does the poet use imagery in the poem? And how does that add meaning to the poem?
F	**form** of the poem. What is the structure of the poem?
T	**Tone** What tone is used in the poem and why? What are the poet's feelings?

TWIST METHOD

The poetry essay requires you to write a detailed essay based on your poetic analysis. The SWIFT method will be used to help you analyze the poem.	
T	this refers to the title of the poem the poem. How does the title of the poem link/contribute to the meaning to the poem?
W	this refers to the **words** (diction) being used in the poem. How do certain words contribute to the meaning of the poem?
I	**imagery** that is used in the poem. How does the poet use imagery in the poem? And how does that add meaning to the poem?
S	**structure** of the poem. What is the structure of the poem?
T	**Tone** What tone is used in the poem and why? What are the poet's feelings?

ACTIVITY ONE: (Guided)

- **Look at the 10 Steps for UNSEEN poems**
- **Use either the SWIFT or TWIST methodology to analyse the following unseen poem: (Refer to the notes provided as a guide to what you need to consider in your analysis)**
- **You also need to keep the THREE parts of the question in consideration when you 'analyse' the QUESTION.**

RECOLLECTION by Shimmer Chinodya

I remember this wood only too well.
I remember these crouching thorn trees (- it seems
they've hardly grown ever since I last saw them -)
And these criss-crossing bush paths
Bordering a coarse crop of grass yellowed
With the dust stirred up
By swishing feet of children, and
The wind of course.
I remember too, the chirping of the timid little birds.

I remember how we used to run barefoot
Under these thorn trees.
Three brothers with feet full of thorns -
Bird-shooting we were, with rough made little catapults
That exploded into our own faces.
And pockets full of jingling stones picked up somewhere.
Between us we shot down one bird in a year.

I remember the big sign that said
Something about people not being allowed in -
And we, heedless, half ignorant prowlers
Made the wood our hunting-ground
And birds and bitter little berries our prey.

I remember it only too well...
I remember even more now, how young we were then
And how this scrub bush
Growing patched and ungreen - a short walk
From the township's street of grim houses
Satisfied our boyish dreams.

5.1.	**Refer to lines 1-9** **What impression of the landscape is created in stanza 1?**	**(2)**

Instructional verb	**Content/context**	**Limitation**

5.2	**Refer to line 15. Explain how the use of the word "jingling" (line 15) contributes to the mood of the second stanza.**	**(2)**

Instructional verb	**Content/context**	**Limitation**

5.3	**Comment on the effectiveness of the connotations of the words: "prowlers" (line 19) and "prey" (line 21) in the context of the poem.**	**(3)**

Instructional verb	**Content/context**	**Limitation**

5.4	**Refer to lines 22-27. "I remember it only too well...." Critically discuss how these lines reveals the central idea of the poem.**	**(3)**

Instructional verb	**Content/context**	**Limitation**

[10]

Cape Winelands June 2023

ACTIVITY TWO: (Individual)

LOVE CYCLE – by Chinua Achebe

At dawn slowly
the sun withdraws his
long misty arms of
embrace. Happy lovers

whose exertions leave
no aftertaste nor slush
of love's combustion; Earth
perfumed in dewdrop
fragrance wakes

to whispers of
soft-eyed light…
Later he
will wear out his temper
ploughing the vast acres
of heaven and take it

out of her in burning
darts of anger. Long
accustomed to such caprice
she waits patiently

for evening when thoughts
of another night will
restore his mellowness
and her power
over him.

Free State September 2023

5.1 **Refer to lines 1–4: 'At dawn slowly … arms of embrace.'**

(2)

What impression of the Sun is created in these lines?

Instructional verb	Content/context	Limitation

5.2 **Refer to lines 4–7: 'Happy lovers whose … of love's combustion'.**

Explain the irony of these lines in the context of the poem. **(2)**

Instructional verb	Content/context	Limitation

5.3 **Refer to lines 12–17: 'Later he will … darts of anger.'**

Discuss the imagery in these lines. **(3)**

Instructional verb	Content/context	Limitation

Refer to lines 17–24: 'Long accustomed to … power over him.'

5.4 **Critically discuss how the impression of the Earth in these lines, links back to the title of the poem ('Love Cycle').** **(3)**

Instructional verb	Content/context	Limitation

[10]











NOVELS

DEMYSTIFYING CONTEXTUALS and revising keywords in questions.

LITERATURE CONTEXTUAL QUESTIONS:
BASED ON EXTRACT/S FROM THE NOVEL/DRAMA

- 350 – 450 WORDS: ONE EXTRACT
  250 WORDS PER EXTRACT where 2 EXTRACTS ARE BEING USED.
- **CONTEXTUAL QUESTIONS** will assess the candidates':
  - KNOWLEDGE of the **ELEMENTS OF THE GENRE** – learner must **know the PLOT**, characters, characterisation, theme/s, symbol/s, style, tone, mood, imagery (effectiveness), diction etc.
  - Ability to **recall** what has been taught.
  - Ability to **deduce/infer** meaning.
  - Place extract **in context**.

QUESTION WORDS

Term	Explanation
Account for	Explain why
Analyse	Separate, examine and interpret critically; positives and negatives; pros and cons
Comment on	Give an opinion based on the facts in order to explain.
Compare	Point out or show both similarities and differences between things, concepts or phenomena
Describe	State in words the main points of a process/ phenomenon/ investigation
Discuss	Give the facts and evaluate or comment on them.
Explain	Make clear; interpret and spell out; give the reason for the meaning of
Give the context of	Give meaning as applicable in use
Identify	Pick out, find or select the answer; name the essential characteristics
Motivate	Give reasons for
Quote	Write down the exact word(s) from the text and put the word(s) in inverted commas. (" ")
State	Write a brief, specific answer that is to the point.
Substantiate	You must prove or verify you answers with sufficient and valid support. Here you need to use the information given in the question.
Suggest	Offer an explanation or a solution; you are required to propose or offer ideas.
In light of the poem/novel/drama as a whole, critically discuss …	Evaluate and assess both sides of the topic. / Investigate or examine by argument or debate, giving reasons for and against.
In your view, is … justified?	Give reasons, based on the text, why you/a character/the writer adopt(s) a particular standpoint.
Critically comment …	Give a detailed response on the required information, with evidence from the text to support your line of thought.
Discuss the writer's use of style, diction and figurative language, dialogue …	State how the given aspects of the drama are used to give the text a specific effect.

Comment on the appropriateness/ effectiveness of a figure of speech/literary device…	What is the writer's purpose for using...? (impact)

ACTIVITY 2
TIME: 30 MINUTES

1. TUTOR guides the answering of the FIRST QUESTION ONLY – first identifying the instructional verb/s, restriction words, content words and focusing on MARK ALLOCATION for each question.
2. Revise the application of the **P E E L- method** (while demonstrating how to use method) and EXPLAIN how the answer is derived.
3. Learners follow the same procedure (above) for the answering of the other questions.
4. TUTORS review the **DECONSTRUCTION PROCESS** as well as **LEARNER RESPONSES** after **EACH QUESTION** HAS BEEN ANSWERED.
5. A brief discussion of learner answer with feedback of **mark allocation** for learner attempts will follow.

THE PICTURE OF DORIAN GRAY – CONTEXTUAL QUESTION

EXTRACT A

I shall be of age in less than a year, and then I can do what I like. I have been right, Basil, haven't I, to take my love out of poetry, and to find my wife in Shakespeare's plays? Lips that Shakespeare taught to speak have whispered their secret in my ear. I have had the arms of Rosalind around me, and kissed Juliet on the mouth.'

'Yes, Dorian, I suppose you were right,' said Hallward, slowly. **5**

'Have you seen her to-day?' asked Lord Henry. Dorian Gray shook his head. 'I left her in the forest of Arden, I shall find her in an orchard in Verona.'

Lord Henry sipped his champagne in a meditative manner.

'At what particular point did you mention the word marriage, Dorian? And what did she say in answer? Perhaps you forgot all about it.' **10**

'My dear Harry, I did not treat it as a business transaction, and I did not make any formal proposal. I told her that I loved her, and she said she was not worthy to be my wife. Not worthy! Why, the whole world is nothing to me compared with her.'

'Women are wonderfully practical,' murmured Lord Henry - 'much more practical than we are. In situations of that kind we often forget to say anything about marriage, and they always remind us.' **15**

Hallward laid his hand upon his arm. 'Don't, Harry. You have annoyed Dorian. He is not like other men. He would never bring misery upon any one. His nature is too fine for that,' [Chapter 6]

9.1 Briefly place this extract in context. **(2)**

RW

9.2 Refer to lines 1-4: "I shall … the mouth."

IV

9.2.1 Discuss what Dorian Gray's speech reveals about the nature of his love for Sibyl Vane. **(2)**

Content

Dorian loves Sibyl as she is a work of art, a character in a play. He loves her for her artistry and because she excites his imagination.

9.2.2 What theme in the novel does this speech contribute to, and how? **(2)**

9.3 Identify Basil's attitude to Dorian's words by referring to Basil's response in line 7. **(2)**

9.4 Refer to lines 13-14. " Women are … remind us."

What does Lord Henry's speech reveal about his attitude to women? **(2)**

9.5 Refer to lines 15-16 " Don't Harry…. for that."

Explain how Basil's final comment can be seen as ironic foreshadowing. **(2)**

QUESTION 7: *THE PICTURE OF DORIAN GRAY* – CONTEXTUAL QUESTION
EXTRACT B

"He is called Prince Charming. Don't you like the name. Oh! you silly boy! you should never forget it. If you only saw him, you would think him the most wonderful person in the world. Some day you will meet him—when you come back from Australia. You will like him so much. Everybody likes him, and I ... love him. I wish you could come to the theatre tonight. He is going to be there, and I am to play Juliet. Oh! how I shall play it! Fancy, Jim, to be in love and play Juliet! To have him sitting there! To play for his delight! I am afraid I may frighten the company, frighten or enthrall them. To be in love is to surpass one's self. Poor dreadful Mr. Isaacs will be shouting 'genius' to his loafers at the bar. He has preached me as a dogma; to-night he will announce me as a revelation. I feel it. And it is all his, his only, Prince Charming, my wonderful lover, my god of graces."

…

"He is a gentleman," said the lad sullenly.

"A prince!" she cried musically. "What more do you want?"

"He wants to enslave you."

"I shudder at the thought of being free."

"I want you to beware of him."

"To see him is to worship him; to know him is to trust him."

"Sibyl, you are mad about him."

Chapter 5

7.1. Refer to line 1: "He is called Prince Charming." Account for Sibyl's use of Dorian Gray's pseudonym. **(3)**

7.2 "Oh! how I shall play it! … frighten or enthrall them." (lines 5 – 7). Explain what is ironic about Sybil's expectations. **(3)**

7.3 Refer to lines 11-13: “He is a gentleman," said the lad sullenly… He wants to enslave you.” Comment on the accuracy of James’s comment. **(3)**

7.4 Refer to line 16: “To see him is to worship him; to know him is to trust him.” Explain why Sibyl and so many others after her trust Dorian Gray. **(3)**

7.5 Refer to line 17: “Sibyl, you are mad about him.” Comment on the significance of these words when taking into consideration how Sibyl dies. **(3)**

***LIFE OF PI* – CONTEXTUAL QUESTION**

Read the extracts below and then answer the questions that follow.

EXTRACT C

"Reason is my prophet and it tells me that as a watch stops, so we die. It's the end. If the watch doesn't work properly, it must be fixed here and now by us. One day we will take hold of the means of production and there will be justice on earth."

This was all a bit much for me. The tone was right – loving and brave – but the details seemed bleak. I said nothing. It wasn't for fear of angering Mr. Kumar. I was more afraid that in a few words thrown out he might destroy something that I loved. What if his words had the effect of polio on me? What a terrible disease that must be if it could kill God in a man.

He walked off, pitching and rolling in the wild sea that was steady ground. "Don't forget the test on Tuesday. Study hard, 3.14!"

"Yes, Mr. Kumar."

He became my favourite teacher at Petit Séminaire and the reason I studied zoology at the University of Toronto. I felt a kinship with him. It was my first clue that atheists are my brothers and sisters of a different faith, and every word they speak speaks of faith. Like me, they go as far as their legs will carry them – and then they leap.

I'll be honest about it. It is not atheists who get stuck in my craw, but agnostics. Doubt is useful for a while.

….

But we must move on. To choose doubt as a philosophy of life is akin to choosing immobility as a means of transportation.

[Chapter 7]

R

9.1 Refer to lines 5 - 6: 'I was more afraid . . .destroy something that I loved.'

I **Account for Pi's fear in these lines.** **(3)**

C R

QUESTION KEYWORDS

Mr Kumar has reasoned with Pi regarding his atheism. ✓/ He criticises the concept of God and faith, transplanting it with reason and logic. ✓/ **Pi is afraid** that he will find Mr Kumar to be right and that Mr Kumar will in some way convince him to abandon his own faith in God which gives his life purpose.✓//
[Award 3 marks for any two ideas well discussed.]

9.2 Refer to line 9: 'He walked off … was steady ground.' (3)
Comment on Pi's use of this image to refer to Mr Kumar and its significance in
the context of novel as a whole.

9.3 Refer to line 16: 'It is not atheists . . . but agnostics.' (3)
Discuss how Pi's attitude towards atheists and agnostics is indicative of his character as a whole.

9.4 Refer to lines 20 – 21: 'To choose doubt as a philosophy of life is akin to choosing immobility as a means of transportation.' (3)
Using these lines as a starting point and based on your knowledge of Pi's experience on the lifeboat, how does Pi's opinion, expressed in these lines, aid in his ultimate survival.

EXTRACT D

I turn. Leaning against the sofa in the living room, looking up at me bashfully, is a little brown girl, pretty in pink, very much at home. She's holding an orange cat in her arms. Two front legs sticking straight up and a deeply sunk head are all that is visible of it above her crossed arms. The rest of the cat is hanging all the way down to the floor. The animal seems quite relaxed about being stretched on the rack in this manner.

"And this is your daughter," I say.

"Yes. Usha. Usha darling, are you sure Moccasin is comfortable like that?" Usha drops Moccasin. He flops to the floor unperturbed.

"Hello, Usha," I say.

She comes up to her father and peeks at me from behind his leg.

"What are you doing, little one?" he says. "Why are you hiding?" She doesn't reply, only looks at me with a smile and hides her face.

"How old are you, Usha?" I ask.

She doesn't reply. Then Piscine Molitor Patel, known to all as Pi Patel, bends down and picks up his daughter.

"You know the answer to that question. Hmmm? You're four years old. One, two, three, four."

At each number he softly presses the tip of her nose with his index finger. She finds this terribly funny. She giggles and buries her face in the crook of his neck.

This story has a happy ending.

(Chapter 36)

9.5 Identify the narrator in this extract and describe his/her role in the novel. **(3)**

9.6 Discuss the symbolism of the colour orange as it appears in the above extract as well as in the novel as a whole. **(3)**

9.7 Despite everything that Pi has been through, he is still able to retain his humanity.

Using this extract as a starting point, and reference to the novel as a whole, comment on the accuracy of the above statement. **(3)**

9.8 Refer to line 21: “This story has a happy ending.” Critically discuss the importance of stories as a theme in the novel. **(4)**

[25]



SESSION 4: Poetry and Drama (Essay)

POETRY SECTION: The Morning Sun is Shining by Olive Schreiner (Essay and Contextual questions)

Poem Analysis	**'The Morning Sun is Shining' – Olive Schreiner**		
	Message/ Central Idea	**Tone**	**Noteworthy features**
The speaker praises the beauty of Nature around her. She describes various aspects and uses many auditory 'images' to engage the reader	• As with other poems by Schreiner, this one has a strong feeling of place and the surrounding landscape. • The speaker affirms the splendor of the natural world around her. • To draw the reader in, she discusses many details and creates many 'auditory images'. • The final four lines deviate from the scene of nature. Given the tone and content of the lines before them, the melancholy in these lines (which deal with loss) comes as a surprise. • Onde day after she was born, Olive Schreiner's only daughter passed away. The speaker makes a profound and heartbreaking comparison between the wealth and beauty of nature and the enormous loss he has experienced. **Themes:** The beauty of Nature, happiness vs sadness, loneliness	**Lines 1-12** • Cheerful • Happy • Positive • Joyful • Celebratory **Last four lines** • Desperate • Negative • Sadness • Hopelessness • Grief • Sorrow	**Form/Structure** The poem is structured in two stanzas, each containing eight lines (two octaves). There is a regular rhyme scheme and rhythm throughout lines 1-12. The last four lines deviate from this pattern. This 'break' in pattern increases the impact of the unexpected contents of the last four lines. **Poetic Devices** • Nature is personified throughout this poem: the sun 'sends' a sunbeam to 'dance', the fountain bubbles 'merrily', the birds are 'happy', earth is 'clothed', the air is full of 'song', the trees 'load' the wind. These images are all positive and express joy. • The mood is cheerful in the first 12 lines and the reader is invited to share the happiness and beauty with the speaker. The senses of sight, sound, touch and smell are all engaged. • **Alliteration abounds in the poem – places emphasis on the words and themes.**
	The Morning Sun is Shining – Olive Schreiner The morning sun is shining on The green, green willow tree,		

	And sends a golden sunbeam To dance upon my knee. The fountain bubbles merrily, The yellow locusts spring, Of life and light and sunshine The happy brown birds sing. The earth is clothed with beauty, The air is filled with song, The yellow thorn trees load the wind With odours sweet and strong. There is a hand I never touch And a face I never see; Now what is sunshine, what is song, Now what it light to me?	

How do I analyse the question? What does the examiner expect of me?



Key(s) to unlock the question:

- **Look at the INSTRUCTIONAL verb (question word)**
- **CONTENT (information in poem/novel)**
- **LIMITATION (reference to specific line(s) or paragraph)**

Contextual questions:

1. The speaker uses sensory images to paint a vivid picture of nature bustling in the morning sun. Give two examples of this from the poem. (2)

Let us unlock the question(s):

Instructional verb	Content	Limitation
Answer:		

2. Discuss the shift in tone in the first twelve lines of the poem in relation to the last four lines. (3)

Instructional verb	Content	Limitation
Answer:		

3. *In lines 13-14, the speaker talks about 'the hand never … the face never to be seen'. Discuss whose hands and whose face the speaker is alluding to?* (3)

Instructional verb	Content	Limitation
Answer:		

4. Refer to lines 3-4
Identify and explain the figure of speech. (3)

Instructional verb	Content	Limitation
Answer:		

5. Refer to stanza 1
By referring to the diction used in this stanza, what mood does the poet create? (3)

Instructional verb	Content	Limitation
Answer:		

6. Discuss the relationship of the wind and the trees in line 11,
"…the yellow thorn trees load the wind'. (3)

Instructional verb	Content	Limitation
Answer:		

7. Comment on the use of 'now' and the beginning of the last two lines. (3)

Instructional verb	Content	Limitation

Answer:

8. Essay question:

"In this poem, the poet recognizes that enjoying something alone is a pointless experience."
With reference to imagery, structure and tone, discuss this statement.

Your response should take the form of a well-constructed essay of 250-300 words (about ONE page).

Instructional verb	Content	Limitation
Answer:		

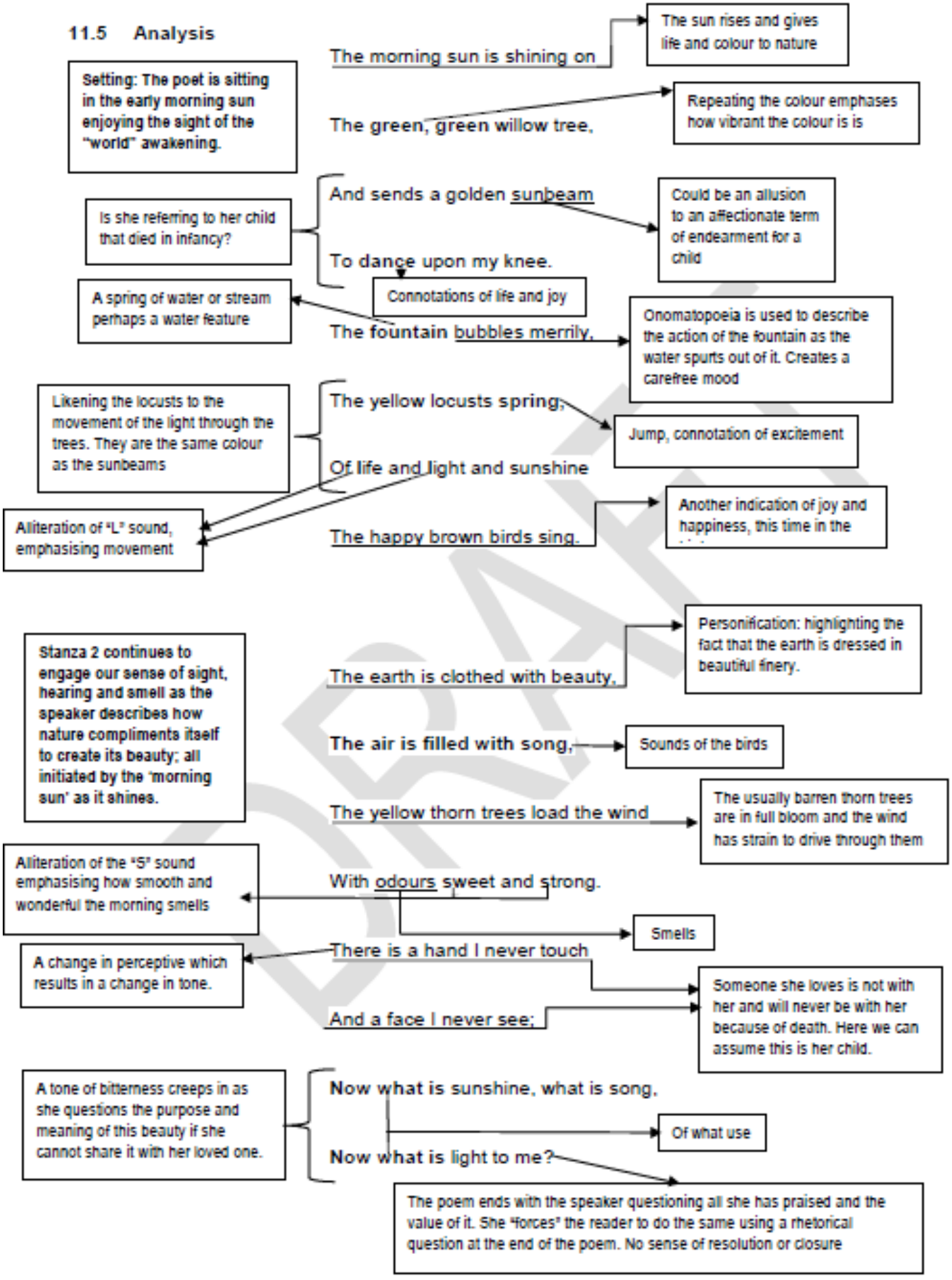


Planning: How would I tackle this? Look at the following things…

In your response, you may include some/ all the following points:

Imagery and Sound devices:	**Tone, Attitude:**
• PERSONIFICATION: "sends a golden sunbeam to dance" the sun blesses the earth and provides joy and entertainment. • Repetition of "green". Green is a colour synonymous to freshness, lush vegetation and health. • ALLITERATION: "…life and light… The repetition of the "l" sound gives a sense of freedom and unburdened life in the happy morning. • PERSONIFICATION: "clothed" the earth is personified wearing the beautiful clothing. • ALLITERATION: "…sweet and strong..." again alliteration is used to reinforce the strength of the smell.	• The sense of sight is used to show the beauty of the morning. • The sense of sound "fountain bubbles merrily". The onomatopoeic word "bubbles" is a happy sound. • The sense of smell "the thorn trees' contextualizes the poem. The trees are also full of flowers and this is used to show how their smell is pervasive "…load the wind with odours sweet and strong." • The poet's tone/attitude changes in LINE 13 • She mentions the sense of touch and sight, but it is a touch she never has, or someone she will never see. • She ends the poem with a rhetorical question, asking what is the point of experiencing a beautiful, natural morning if there is no one to share it with.
Style/Structure/Form:	**Interpretation/Theme/Message:**
A 16-line poem made up of 4 distinct parts. In line 1-4 she discusses the sense of sight, 5-8 hearing and 9-12 smell. All these senses enjoy the morning with the sun shining. BUT lines 13-16 show her loneliness at having to enjoy the morning alone. So is she really enjoying the morning?	"Happiness is real when shared". The poet comments on the beauty of a morning in which the sun is shining. She high-lights the various elements that make the morning so beautiful, but then she changes track / direction and asks, rhetorically, what is the purpose of a beautiful morning if it cannot be shared with anyone. A nature poem that shows the beauty of nature, but highlights her loneliness as she has no one to share it with.

11.5 Analysis



DRAFT



DRAMA

Writing a literary essay is a skill requiring preparation, planning and practice. When answering literary essays, you do not re-tell the story. Instead, you need to focus on the specific requirements of the question.

HOW TO WRITE A LITERATURE ESSAY

You will use the following acronyms to write your essay.

T A K O – introduction
T E X A S – body (each paragraph)
L A T E – Conclusion



INTRODUCTION:

Rewrite the essay topic in your own words. State whether you agree or disagree if it is a controversial statement. Briefly mention the points you will give in support of your stance on the topic.

e.g. In the drama, 'Othello', by William Shakespeare…

You must mention the name of your set work- please use the correct jargon. It is not a book, or a story, but a novel.

If it is a drama, like Hamlet or Othello, you write:

In the play/drama "Hamlet" by the **playwright, William Shakespeare**

USE THE FOLLOWING ACRONYM: **TAKO**

T	**Title (**must be underlined/Inverted commas**)**
A	**Author/** Playwright
K	**Key Words –** what did they ask in the question?
O	**Outline** the main points you will provide in your essay WITHOUT ANY DISCUSSION.

NOTE: Write in the present tense.

▶ Avoid at all costs any personal pronouns like I/we.



BODY OF YOUR ESSAY

Is made up of 2-5 paragraphs. ▪ HAVE ONE PARAGRAPH FOR EACH MAJOR POINT.

▪ DO NOT REWRITE THE STORY/RETELL THE STORY.

USE THE FOLLOWING ACRONYM : TEXAS

T	**Topic sentence** (Your main idea)
E	**Explanation** and elaboration (Add more information to your central idea)
X	**eXample(s)** and evidence (Back up what you are saying with examples) Quote to support
A	**Analysis** (This shows that….) – tell the reader what IS LEARNT/COMMUNICATED /what the argument means
S	**Summary** (Therefore….) Sum up the main argument and link to question

ONE IDEA PER PARAGRAPH

TEXAS = one paragraph

The number of paragraphs will depend on the number of main points you are discussing. EACH PARAGRAPH IS compiled via the TEXAS METHOD.

CONCLUSION:

Never introduce new facts in your conclusion.
Briefly restate your main argument. Never put a rhetorical question in your conclusion

USE THE FOLLOWING ACRONYM : LATE

L	**Link** to the question / key words in introduction
A	**A = What** is the Author's/Playwright's purpose
T	**Topic** / Theme
E	**End** well- FINAL STATEMENT

GUIDED ACTIVITY 1: REVISION

1. Identify the TOPIC STATEMENT, INSTRUCTION WORD/S as well as CONTENT KEYWORDS.
2. Deconstruct the QUESTION.
3. **PLAN** the essay.

- **PT 1: A TOPIC STATEMENT/QUOTE – READ IT CAREFULLY.**
  PLUS
- **PT 2: THE QUESTION/ INSTRUCTION (which the candidate is required to answer) WHICH directly RELATES TO THE STATEMENT OR QUOTE provided.**

WORKING WITH THE STATEMENT AND QUESTION:

- **UNDERSTAND the statement** AND **IDENTIFY the KEYWORDS** IN THE **INSTRUCTION/ QUESTION.**
- Identify the **KEYWORDS** which will determine the direction of the essay and your stance.



HAMLET

EXAMPLE: *HAMLET* QUESTION

The play is set in motion by the ghost's arrival and appearance, affecting various characters, especially young Hamlet.

Critically discuss the validity of this statement.

PREPARATION OF THE ESSAY	
THE QUESTION Rewrite the question	The appearance of the ghost sets the play in motion and affects various characters.
QUESTION FOCUS What aspect (eg. Theme, character, plot, style etc.) does the question need you to write about?	Plot, characters, themes [as they relate to how the arrival and appearance of the ghost affects various characters, especially young Hamlet.
QUESTION REQUIREMENT Write down the key instruction words (e.g. **discuss, explain, analyse**) in the question	Critically discuss

PLANNING THE ESSAY:

INTRO – 4/5 POINTS – CONCLUSION
FOUR POINTS [BODY PARAGRAPHS]

- The Ghost evokes fear in characters
- Claudius's treacherous acts revealed
- Hamlet's hatred toward Claudius
- Antic disposition

INTRO: Learners identify the T, A, K and O in the paragraph. **T - TITLE** **A - AUTHOR** **K - KEYWORDS** **O – OUTLINE (main points)**	In the drama 'Hamlet', by William Shakespeare. The arrival and appearance of the Ghost sets the play in motion and affects various characters. The Ghost evokes fear within the characters. It reveals the treacherous acts of Claudius. This fuels Hamlet's hatred toward Claudius. Hamlet decides to feign madness and puts on an antic disposition.
BODY PAR 1: Find the T, E, X, A and S. **T**OPIC SENTENCE **E**LABORATION (on topic sentence – give more info) E**X**AMPLES **A**NALYSIS **S**UMMARY	The appearance of the Ghost evokes fear in the characters. The guards become fearful when the ghost appears to them in the form of the late King Hamlet. This is evident when Horatio exclaims 'it harrows me with fear'. These characters thus became superstitious as it was believed that a ghost during Elizabethan time was perceived as a bad omen. This shows how the ghost impacted these characters.

BODY PAR 2: **T**OPIC SENTENCE **E**LABORATION (on topic sentence) E**X**AMPLES **A**NALYSIS (at least 2 examples with their analyses) **S**UMMARY	
USE THE SAME FORMULA, AS ABOVE, FOR THE OTHER 2/3 BODY PARAGRAPHS.	
CONCLUSION **L –** link to question/keywords – show how you have proven your argument **A –** author's purpose **T –** topic/theme restated **E – end well.**	In conclusion, the arrival and appearance of the Ghost impacts various characters, leading to the revelation of truths and resulting in many tragedies. In the playwright, Shakespeare shows how lies, deceit and manipulation results in tragedy.

ACTIVITY: HAMLET - ESSAY PLANNING AND WRITING (SEE THE TOPIC BELOW)

1. **APPLY** the FORMULA using the above template.
2. Complete the following using THE HEADINGS IN THE TABLE ABOVE:
   - IDENTIFY THE POINTS TO BE DISCUSSED (based on the TOPIC STATEMENT AND THE INSTRUCTION QUESTION) – WITH EXAMPLES.
   - WRITE the introduction and conclusion.

HAMLET QUESTION

The problem of making moral choices is a significant issue in the play.
Critically assess the validity of this statement.

Your response should take the form of a well-constructed essay of 400-450 words (2-2 ½ pages).



OTHELLO

EXAMPLE: *OTHELLO* QUESTION

Egotism is one of the centrally important issues in *Othello*.

Critically assess the validity of this statement.

PREPARATION OF THE ESSAY	
THE QUESTION Rewrite the question	Egotism is one of the centrally important issues in *Othello*.
QUESTION FOCUS What aspect (eg. Theme, character, plot, style etc.) does the question need you to write about?	How the egotism of all characters influences the events/tragedy in *Othello.*
QUESTION REQUIREMENT Write down the key instruction words (e.g. **discuss, explain, analyse**) in the question	Critically assess.

PLANNING THE ESSAY:

INTRO – 4/5 POINTS – CONCLUSION
FOUR POINTS [BODY PARAGRAPHS]

- Othello's self-absorption and his love for Desdemona
- Iago's determination to destroy Othello and manipulate everyone around him.
- Cassio's vanity
- Brabantio's racism

INTRO: Learners identify the T, A, K and O in the paragraph. **T - TITLE** **A - AUTHOR** **K - KEYWORDS** **O – OUTLINE (main points)**	In the drama 'Othello', by William Shakespeare the egos of the characters tend to play a major role in this tragedy which unfolds. Othello's low self-esteem combined with his love for Desdemona as well as Iago's arrogance when he objectifies his wife and Desdemona snowballs and accelerates the events which inevitably leads to many deaths.

BODY PAR 1: Find the T, E, X, A and S. **T**OPIC SENTENCE **E**LABORATION (on topic sentence – give more info) E**X**AMPLES **A**NALYSIS **S**UMMARY	Othello's tragedy is a result of his self-absorption, combined with his love for Desdemona. Othello is proud of his reputation as a soldier and finds it difficult to accept Desdemona's apparent infidelity. It is Othello's ego that contributes to the events that unfold. Initially, Othello displays humility. However, Iago's machinations expose his excessive pride. Othello's ego blinds him to the truth and allows Iago to exploit and manipulate him.
BODY PAR 2: **T**OPIC SENTENCE **E**LABORATION (on topic sentence) E**X**AMPLES **A**NALYSIS (at least 2 examples with their analyses) **S**UMMARY	
USE THE SAME FORMULA, AS ABOVE, FOR THE OTHER 2/3 BODY PARAGRAPHS.	
CONCLUSION **L –** link to question/keywords – show how you have proven your argument **A –** author's purpose **T –** topic/theme restated **E – end well.**	In conclusion, the self-importance present in the characters, leads to them being easily blinded and manipulated to the truth and falling prey to Iago's manipulations. The playwright, Shakespeare shows how allowing your ego to rule your judgement results in tragedy.

<u>ACTIVITY: OTHELLO</u>- ESSAY PLANNING AND WRITING (SEE THE TOPIC BELOW)

1. **APPLY** the FORMULA using the above template.
2. Complete the following using THE HEADINGS IN THE TABLE ABOVE:
   - IDENTIFY THE POINTS TO BE DISCUSSED (based on the TOPIC STATEMENT AND THE INSTRUCTION QUESTION) – WITH EXAMPLES.
   - WRITE the introduction and conclusion.

OTHELLO QUESTION

Deception and manipulation are central to the tragic consequences in the play, *Othello.* Critically discuss the extent to which you agree with the above statement.

Your response should take the form of a well-constructed essay of 400-450 words (2-2 ½ pages).



EXAMPLE: THE CRUCIBLE QUESTION

The problem of making moral choices is a significant issue in the play.

Critically assess the validity of this statement.

PREPARATION OF THE ESSAY	
THE QUESTION Rewrite the question	Characters find themselves in situations where they allow themselves to compromise their morality when it comes to the choices they make
QUESTION FOCUS What aspect (eg. Theme, character, plot, style etc.) does the question need you to write about?	Making moral choices is difficult and impacts on the events of the play.
QUESTION REQUIREMENT Write down the key instruction words (e.g. **discuss, explain, analyse**) in the question	Critically assess the validity

PLANNING THE ESSAY:

INTRO – 4/5 POINTS – CONCLUSION
FOUR POINTS [BODY PARAGRAPHS]

- John Proctor's infidelity and guilt
- Parris and his sel-preservation
- Hale and his arrogant belief that it is his mission to expose witchcraft.
- Abigail's lust and inferior position in society.

INTRO: Learners identify the T, A, K and O in the paragraph. **T - TITLE** **A - AUTHOR** **K - KEYWORDS** **O – OUTLINE (main points)**	In the drama 'Crucible', by Arthur Miller **,**the **difficulty for characters in making moral choices** play a **major role** in this **tragedy** which unfolds. John Proctor, Parris, Hale and Abigail choose their reputation instead of the truth and this leads to the witch hunts in Salem which ends the lives of many innocents.

BODY PAR 1: Find the T, E, X, A and S. **T**OPIC SENTENCE **E**LABORATION (on topic sentence – give more info) E**X**AMPLES **A**NALYSIS **S**UMMARY	Proctor's decision to have an affair with Abigail has disastrous consequences as she exacts revenge when he ends the affair. He also chooses not to reveal the affair as he wants to protect his reputation. Later, he redeems himself when he is prepared to die without further tainting his name and condemning his soul. His decision supports that of people who refuse to save themselves by lying. Whatever the degree of nobility of his decision, that decision will have severe consequences for his family.
BODY PAR 2: **T**OPIC SENTENCE **E**LABORATION (on topic sentence) E**X**AMPLES **A**NALYSIS (at least 2 examples with their analyses) **S**UMMARY	In the drama 'Crucible', by Arthur Miller **,**the **difficulty for characters in making moral choices** play a **major role** in this **tragedy** which unfolds. John Proctor, Parris, Hale and Abigail choose their reputation instead of the truth and this leads to the witch hunts in Salem which ends the lives of many innocents.
USE THE SAME FORMULA, AS ABOVE, FOR THE OTHER 2/3 BODY PARAGRAPHS.	
CONCLUSION **L –** link to question/keywords – show how you have proven your argument **A –** author's purpose **T –** topic/theme restated **E – end well.**	In conclusion, **the characters' moral choices or rather immoral choices because they fear for their reputations lead to many people being erroneously accused and hung for being witches. Arthur Miller displays how not only one but many of the characters face the difficult task of making moral choices that damns the lives of their loved ones.**

ACTIVITY: <u>THE CRUCIBLE</u> - ESSAY PLANNING AND WRITING (SEE THE TOPIC BELOW)

1. **APPLY** the FORMULA using the above template.
2. Complete the following using THE HEADINGS IN THE TABLE ABOVE:
   - IDENTIFY THE POINTS TO BE DISCUSSED (based on the TOPIC STATEMENT AND THE INSTRUCTION QUESTION) – WITH EXAMPLES.
   - WRITE the introduction and conclusion.

THE CRUCIBLE QUESTION

The tragedy in The Crucible lies to an overwhelming extent in the moral weaknesses and the manipulative nature of its characters.
Critically assess the validity of this statement.

Your response should take the form of a well-constructed essay of 400-450 words (2-2 ½ pages).

SESSION 5

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS
QUESTION 3: ANYALYSING ADVERTISING

WHEN YOU STUDY ADVERTISEMENTS, YOU SHOULD WATCH OUT FOR:	
Slogan/Catch Phrase	Words that are linked to a product and that are easy to remember (for example, “Finger-licking good”).
Logo/Symbol	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, it’s time for a soothing sip of rooibos tea’).

THE AIDA PRINCIPLE	**ATTENTION**	What is it?
	INTEREST	I like it.
	DESIRE	I want it. health; enjoyment; excitement; luxury; beauty; romance; independence; success; power; social status; freedom; escape; belonging; love; physical safety; financial security; saving money; hunger; being a good parent/ wife/ citizen, etc.
	ACTION	I am getting it.

DESIRE

(TO BE HEALTHY)

AIDA PRINCIPLE IN ACTION

ATTENTION

(BRAND AWARENESS)



ACTION

(EASILY ACCESSIBLE)

INTEREST

(COKE WITHOUT SUGAR)

ATTENTION:	Coca Cola bombards consumers with adverts in order to promote their products. This is done to create brand awareness.
INTEREST:	Advert mentions that this beverage has zero sugar. This implies that customers will be drinking coke without calories. This will interest people who are health conscious.
DESIRE:	People view these cool young ones drinking their coke-zero and having a good time without worrying about health issues. Coke adverts are known to be about a good lifestyle. This is what many people desire.
ACTION:	You can get a Coke anywhere. Since Coke is easily accessible, the advert persuades the customer to take action and buy it.

IMPORTANT FEATURES OF AN ADVERTISEMENT

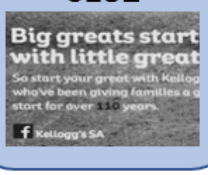
HEADLINE

START YOUR GREAT

IMAGE: VISUAL CLUE



SUPPORTING TEXT: VERBAL CLUE



LOGO

Kellogg's

ACTIVITY 3

TEXT D – NSC/SC JUNE EXAMINATION 2022: QUESTION 3 DECODED



[Adapted from wwf.com, picture by Guy Harvey]

The text in small font reads:

The tuna in your sandwich needs help. Because many species are being overfished driving them to the brink of collapse. Indiscriminate tuna fishing also harms other sea life. WWF is working with fishers to get smarter fishing gear in the water and leaders in the tuna industry to get more sustainable seafood in your sandwich. WWF also co-founded the Marine Stewardship Council (MSC) an independent organisation that certifies and rewards sustainable fishing. Look for the MSC's ecolabel to enjoy sustainable seafood. Help us look after the world where you live at **panda.ord/50**

3.1. **Account for** the use of the phrase, 'SAVE THE SANDWICH' in the headline. (2)

3.2. 'Because **many** species are being **overfished driving** them to the **brink of collapse**.'
Critically discuss how the **language** used in this sentence is intended to **influence** the reader. (3)

3.3. **In your view**, does the **written text** at the bottom of the advertisement support the **visual image**? **Justify your response**. (3)

3.4. **Supply** the **root word** of 'independent'. (1)

3.5. Provide the **verb** form of 'industry'. (1)

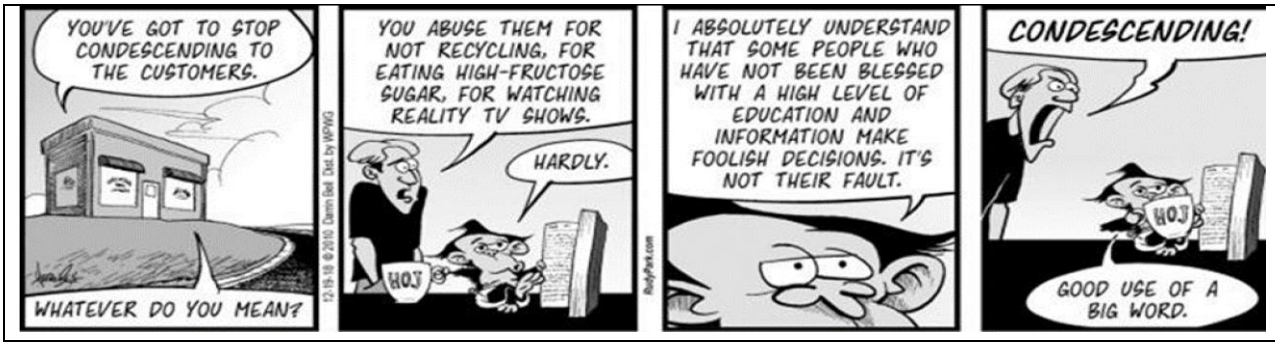
[10]

QUESTION 4: ANSWERING THE CARTOON

To answer the questions on the cartoon successfully you need to be familiar with its features and terminology:

ACTION	What is happening in the cartoon? How is the action portrayed?
CHARACTERS **Visual and verbal clues**	What emotions are communicated through facial expressions? What actions and emotions are communicated through body language? What does the body language suggest about the relationship between the characters?
LANGUAGE **FONT** **PUNCTUATION**	What words have been used? How have they been written? How has punctuation been used to suggest emotion?
SETTING **FRAMES**	Where and when is the cartoon set? What is the particular social context? Look at each frame – section of the cartoon.
STEREOTYPES **IRONY** **SATIRE** **ANTI-CLIMAX** **PUNCHLINE** **SYMBOLS**	Has the cartoonist made use of stereotypes - an over-generalised belief about a particular category of people, for example, all teenagers rebels? Uses humour to make a serious point. It involves using wit, irony or sarcasm to highlight human vices or follies. Tension is created and we expect something important or exciting to happen, but instead, the ending is very ordinary or a let-down. The final phrase or sentence of a cartoon, providing the humour. The different frames usually build up to the punchline in the last frame. Has the cartoonist used any symbols to represent something else?
TECHNIQUES	Speech and thought bubbles, facial and body language, movement lines, onomatopoeia
FACIAL EXPRESSION	Be careful! They are not the same as body language. Facial expression examples and what they could possibly refer to in the context of the cartoon: ★ Raised eyebrows: shock, enthusiasm, interest ★ Furrowed eyebrows: skepticism, concentration focus, frustration ★ Frown: sadness, confusion ★ Smile: joy, pleased, satisfaction ★ Enlarged eyes: shock, admiration, energetic ★ Rolled eyes: annoyance, frustration ★ Wide open mouth: excitement, shock, enthusiasm ★ Smirk: satisfaction, conceited, smug, self- satisfied, playful ★ Grimace: pain, disgust, disapproval

ACTIVITY 4
Study TEXT A and TEXT B and answer the set questions.
TEXT A



FRAME 1	FRAME 2	FRAME 3	FRAME 4

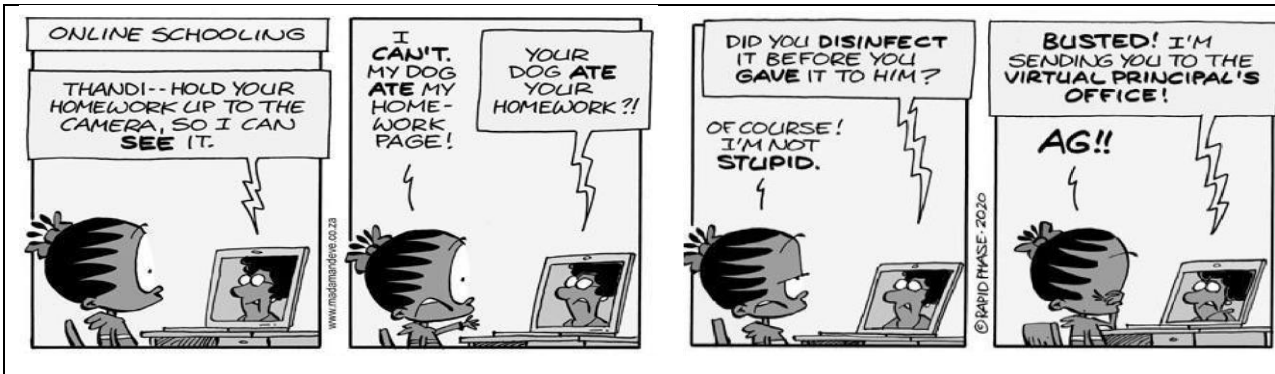
[Source: the comicstrip.com]

1.1 Refer to FRAMES 1 and 2.
How does the dialogue reflect the two characters' attitudes towards their customers? (2)

1.2 Refer to Frames 3 and 4.

1.3 Rewrite 'You've got to stop condescending to the customers.' (Frame 1) so that it is grammatically correct. (1)

TEXT B: MADAM AND EVE



FRAME 1	FRAME 2	FRAME 3	FRAME 4

[Source: twitter.com]

1.4 Account for the change in Thandi's facial expression from Frame 2 to Frame 3. (2)

1.5 Discuss how humour is created in the cartoon as a whole. (2)

1.6 Various options are provided as possible answers to the question below. Choose the answer and write only the letter (A-D) next to the question number (4.6)

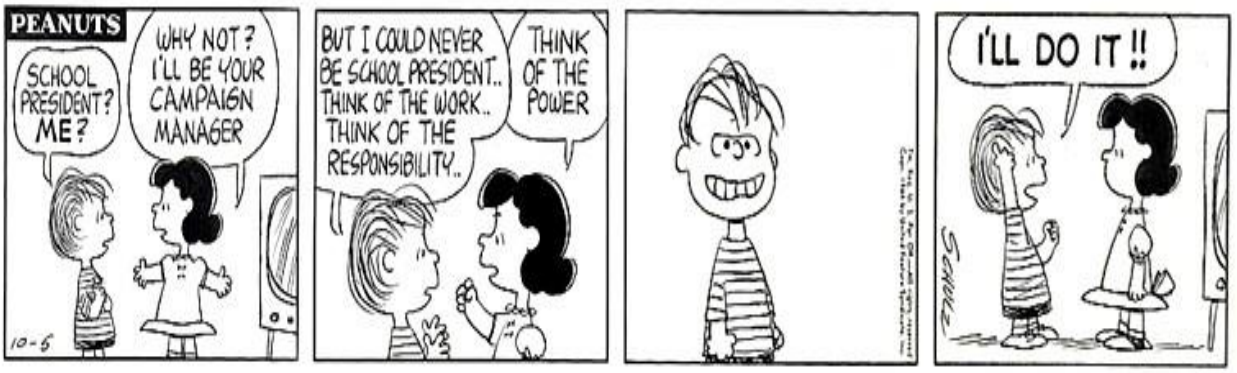
The teacher's instruction in Frame 1, written in indirect speech, is:

A. The teacher told Thandi to hold your homework up to the camera so that she could see it.
B. The teacher told Thandi that she should hold her homework up to the camera so that she can see it.
C. The teacher told Thandi to hold her homework up to the camera so that she could see it.
D. The teacher told Thandi that she had held her homework up to the camera so that she could see it.

ACTIVITY 4

Study Text C and answer the questions set on it.

TEXT C



FRAME 1 FRAME 2 FRAME 3 FRAME 4

2.1 Refer to Frames 1 and 2.
What does the boy's (Linus's) speech reveal about his attitude towards leadership? (2)

2.2 Refer to Frame 4.
In your view, is Frame 4 an effective conclusion to the cartoon? Substantiate your response by a close study of the **visual and verbal** elements in this frame. (3)

2.3 Consider the whole cartoon.
Critically discuss the effectiveness of satire as used by the cartoonist to illustrate how the boy's behaviour touches on a broader issue. (3)

2.4 Refer to Frame 2. Provide an antonym for the word 'responsibility. (1)

2.5 Refer to Frame 4. What is the function of the apostrophe in the word 'I'll' in Frame 4? (1)

[10]

QUESTION 5: EDITING (USING LANGUAGE IN CONTEXT)

EDITING TERMINOLOGY		
hyphen	colon	semi-colon
ellipses	Parentheses (brackets)	concord
use of two dashes	prefixes	redundancy
ambiguity	hanging/ dangling participle	split infinitive
comma splice errors	malapropism	

THE TERMS IN PRACTICE

1.	**The two dashes:** 2022 MAY-JUNE NSC ENGHL P1 **Provide the function of the two dashes in line 1.** 'If you're reading this – at the risk of sounding like your breathing App – I want you to take a deep breath.'
2.	**Prefix** in the 2022 MAY-JUNE EXAMINATION (Question 5) Line 10: … job losses, not to mention systemic inter-racial conflict, both locally and overseas … **Explain the meaning of the prefix, 'inter' in 'inter-racial' (line 10).**
3.	**Concord** in the 2022 MAY-JUNE NSC P1 (paragraph 4). All things considered, however, it's important to acknowledge the various different aspects of trauma that has been inflicted by this crisis, and to understand its impact on our society as a whole. **Correct the concord error in paragraph 4.**
4.	**Redundancy** IN THE 2022 MAY- JUNE NSC P1 (paragraph 4) All things considered, however, it's important to acknowledge the various different aspects of trauma that has been inflicted by this crisis, and to understand its impact on our society as a whole. **Remove the redundancy in paragraph 4.**
5.	Remove the **redundancies** / **tautology** from the following sentences. Shayur's alarm was set for 7 a.m. in the morning 2. The burglar returned back to the scene of the crime. We all need to cooperate together, or we will never make any progress.
6.	Spot the **ambiguity**: Marcy got the bath ready for her daughter wearing a pink dress. I saw someone on the hill with a telescope. I shot an elephant in my pajamas.
7.	**Malapropism:** Find and correct the Malapropism within the sentences below. Dad says the monster is just a pigment of my imagination. Flying saucers are just an optical conclusion. Good punctuation means not to be late. I remember because I have photogenic memory. "He was a man of great statue." - Thomas Menino, mayor of Boston.



ACTIVITY 5

Read the text that contains some deliberate errors and answer the set questions.

PETS AND STRESS RELEASE

1 Many universities has instituted programs, where students can come in and interact with cats and/or dogs to help alleviate some of the strain.

2. Scientists at Washington State University have recently demonstrated that, in addition to improving students' moods, these programs can have stress relieving physiological benefits.

3. Patricia Pendry, associate professor, remarks: 'Students in the study which interacted with the cats and dogs had a significant reduction in cortisol, a major stress hormone.' Pendry published these findings with WSU graduate student Jaymie Vandagriff last month in AERA Open, an educational research journal.

4. This is the first study that has demonstrated reductions in cortisol levels during a real-life intervention rather than in a laboratory setting. Several salivary cortisol samples were collected from each participant by the assistants. Once all the data was organized from the various samples, the students who interacted directly with the pets showed significantly less cortisol in their saliva after the interaction.

5. Pendry said. 'What we wanted to learn was whether this exposure would help students reduce their hassle in a less subjective way. It did, which is exciting as the reduction of hassle hormones may, over time, have significant benefits for physical and mental health.'
Preliminary results are very positive, a follow-up study shows that the findings of the recently published work hold up.

[Adapted from a Reprint from Washington State University]

5.1 Refer to paragraph 1.
5.1.1 Correct the spelling error in the paragraph. (1)
5.1.2 Correct the grammatical error in the paragraph. (1)
5.2 Refer to lines 3-5.
5.2.1 State the function of the commas in lines 3 – 4. (1)
5.2.2 Provide the function of the hyphen in 'stress-relieving' (lines 4-5). (1)
5.2.3 Provide the noun form of the word 'physiological' (line 5). (1)
5.3 Pendry published these findings with WSU graduate student Jaymie Vandagriff last month.' (Lines 8-9).
Change the above sentence to the passive voice. (1)
5.4 Correct the pronoun error in paragraph 3. (1)
5.5 Provide a suitable synonym for 'demonstrated' (line 10). (1)
5.6 Pendry said: 'What we wanted to learn was whether this exposure would help students reduce their hassle in a less subjective way.' (Lines 16-17).
Rewrite the above sentence in reported speech. (1)
5.7 Correct the punctuation error in the last paragraph. (1)