

## SP WORKSHEET 2 (Suggested level: Grade 8)

In this worksheet, the focus is on reading for comprehension (answering questions; drawing conclusions; inferring meanings and expressing opinions) and on developing critical language awareness; vocabulary development; pronouns; emotive language; finite verbs; degrees of comparison; indirect speech; interpreting and analysing cartoons. **CAPS Reading and Viewing; Language Structures – Grade 8: aspects of weeks 1–4, Term 1.**

### Refer to Text 1:

1. Refer to paragraph 1:
  - a. What type of **pronoun** is *they*: a relative, reflexive or personal pronoun? (1)
  - b. To whom does *they* refer? (1)
2. Refer to paragraph 5: Explain how we can understand (from what is written in this paragraph) what the “diverse range of stakeholders” refers to. (2)
3. Taking into account the information in paragraphs 4 and 8, explain why the writer says, “South Africans won the fight” (paragraph 2). (2)
4. **Emotive language** refers to language that brings out emotions in a reader. Identify an emotive word in paragraph 6 and describe the emotions it might evoke in a reader. (2)
5. In your **own words**, describe the balancing act that the energy regulator (Nersa) had to play when deciding on the increase. Base your answer on Bukula’s statement in paragraph 9. (2)
6. **Finite verbs** are verbs that have a subject. They also show the tense of the verb. Identify three finite verbs in paragraph 11 and state what **tenses** these verbs are in. (3)
7. Consider what Sandra Damonse has to say about increases in the price of electricity (paragraphs 18 and 19). What might her statement show about the type of person you think she is? Give reasons for your answer. (2)
8. Adjectives can have **degrees of comparison**. An example is: *big* (positive degree); *bigger* (comparative degree) and *biggest* (superlative degree). Identify two adjectives in paragraph 21 that are in the comparative form and provide their positive and superlative forms. (2)
9. Having read the whole of Text 1, describe some of the lifestyle choices that many people have had to make because of increases in the price of electricity. Mention at least three points. (3)

### Refer to Text 2:

10. Describe the person’s **facial expression** in the first frame and give reasons for this, basing your answer on the details from the cartoon. (2)
11. Explain what happens to the man in the second frame. Support your answer with a full description of the **visual details**. (3)
12. Discuss what you think the cartoonist’s **message** is about the proposed 36% price hike. (2)
13. This cartoon was published in August last year, before the recent decision about the price hike, which we read about in Text 1. Describe how you think the cartoonist might draw a different cartoon now, taking into account the information in Text 1. (3)

### Refer to Text 3:

14. With reference to the details in the cartoon, explain why Alexa might have given different responses to the instruction to “turn on all the lights”. (2)
15. Rewrite Eve’s statement, “Alexa, turn on all the lights” in **indirect speech**. (2)
16. Refer to frame 4: Give a reason for the **inverted commas** in frame 4. (1)
17. Why are there **bubbles** (frame 4) instead of lines to show where words are coming from? (1)

### Refer to Text 4:

18. Explain why the two characters are not speaking in frame 2. (1)
19. *Déjà vu* is a French expression which has been taken into the English language. It refers to the feeling that one has seen or heard something before. Explain why Thandi and her friend say, “That’ll work”. (2)
20. *Déjà vu* is an example of one of many words from other languages that are used in English. Write down two other words that come from other languages and which are now used in English. (1)

**[40 marks]**

**SP WORKSHEET 2** (Suggested memorandum):

1.
  - a. *They* is a **personal pronoun**. (1)
  - b. *They* refers to the many South Africans who gave evidence in response to the proposed electricity increases. (1)
2. The “diverse range of stakeholders” refers to the various different groupings who had an interest in having their voices heard regarding the Eskom price hikes. We can work out what the expression refers to as a range of different groupings are listed here. (2)
3. The writer says, “South Africans won the fight” as Eskom wanted increases of approximately 36%, 11% and 9%. However, after representations from South Africans, the National Energy Regulator (Nersa) did not grant these increases. Instead, the amounts were set at approximately 12%, 5% and 6% – substantially less than what was asked for by Eskom. (2)
4. The emotive word is “heartbreaking”, and this would probably bring out emotions of sympathy, and feelings of caring and understanding in a reader. (2)
5. The energy regulator had to find the balance between making sure that people could afford to pay for electricity and also that Eskom had enough money to do its job. (2)
6. The three finite verbs are: *is* (present tense); *will drive* (simple future tense) and *will increase* (simple future tense). (3)
7. She is not a passive person: she is a fighter who is not prepared to simply accept something that “will make a bad situation worse”. She is concerned not only for herself, but for her family and future family (“I’m fighting for my great-great-great grandchildren so that they can have a better life”). (2)
8. The other degrees of comparison of the underlined adjectives are: Little, **less**, least; much, **more**, most. (2)
9. Some people have had to chop wood for cooking, as it was too expensive to cook with electricity. Others have had to make sacrifices with food – rather buying electricity instead of food because of grandchildren who needed electricity to complete homework. Others have sacrificed paying for medication, so as to have enough money for electricity. And some have chosen to cook with gas, while other people have switched off geysers and heated water on the stove for washing. (3)
10. The person in the first frame is looking happy and excited; he is smiling broadly because he thinks he can now switch on his light as there has been no load shedding for five months. (2)
11. In the second frame, he is sent flying off his chair. He is upside down in the air. His slippers, the book he was holding and the chair that he was sitting on are scattered in the air. This is because an enormous shark with open jaws and threatening teeth, representing Eskom’s 36% price hike, has come bursting out of the floor, destroying everything around it, including the idea that electricity was now available. (3)
12. The cartoonist’s message about the price hike is that it is all very well to celebrate no load shedding but there will be no point if electricity is available at a vastly increased price hike of 36%. This will make it impossible for many people to use it as it will be unaffordable. The current sense of calm / availability is a false one. (2)
13. Students may give their own answers, but they should indicate that the price hike would no longer be 36%, but 12%. They could say that they would represent this price hike in a much less dramatic way – some might say that the person would be able to turn on the light, but there could be another frame showing them cooking on gas or being hungry while children are doing homework. This is because sacrifices will still need to be made as the increase is “double the inflation rate”. Accept other answers. (3)
14. It becomes apparent in the cartoon that the “gadget” is made in South Africa. In South African English, we say “just now”, or “now” or “now now” when referring to the future timing for doing something. All three expressions have slightly different meanings, and “Alexa” might not know what the exact differences are. (2)
15. Eve told / ordered Alexa to turn on all the lights OR Eve said that Alexa should turn on all the lights. (2)
16. The inverted commas indicate that the grandmother is reading or quoting the words written on the gadget. (1)

17. The bubbles indicate what the gadget is thinking rather than saying out loud. (1)
  18. They are thinking about what their answer to the English homework question will be. (1)
  19. Thandi and her friend hear someone saying "...load shedding is back again". They realise they can use this as an example of *déjà vu* for their English language homework: when load shedding comes back, we probably all feel that we have been in this situation before. (2)
  20. Examples of words from other languages could be *braaivleis; boerewors; ubuntu; Mzansi*. (1)
- [40 marks]**

Below you will find suggested cognitive levels that could be associated with the different questions. (The cognitive levels are listed and described on page 76 of the English HL FET CAPS document.)

**Suggested cognitive levels:**

Question number	Mark allocation	Cognitive level
1a	1	1
1b	1	2
2	2	3
3	2	3
4	2	3
5	2	2
6	3	1
7	2	5
8	2	2
9	3	2
10	2	3
11	3	3
12	2	4
13	3	5
14	2	3
15	2	2
16	1	3
17	1	1
18	1	3
19	2	3
20	1	2

**Summary:**

**Levels 1 and 2 (Literal and Reorganisation):** 15 marks  
**Level 3 (Inference):** 18 marks  
**Levels 4 and 5 (Evaluation and Appreciation):** 7 marks

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**Text 1** (Source: adapted from *Daily Maverick* 30 January 2025):

### How South Africans fought and won against the devastating 36% Eskom increase bid

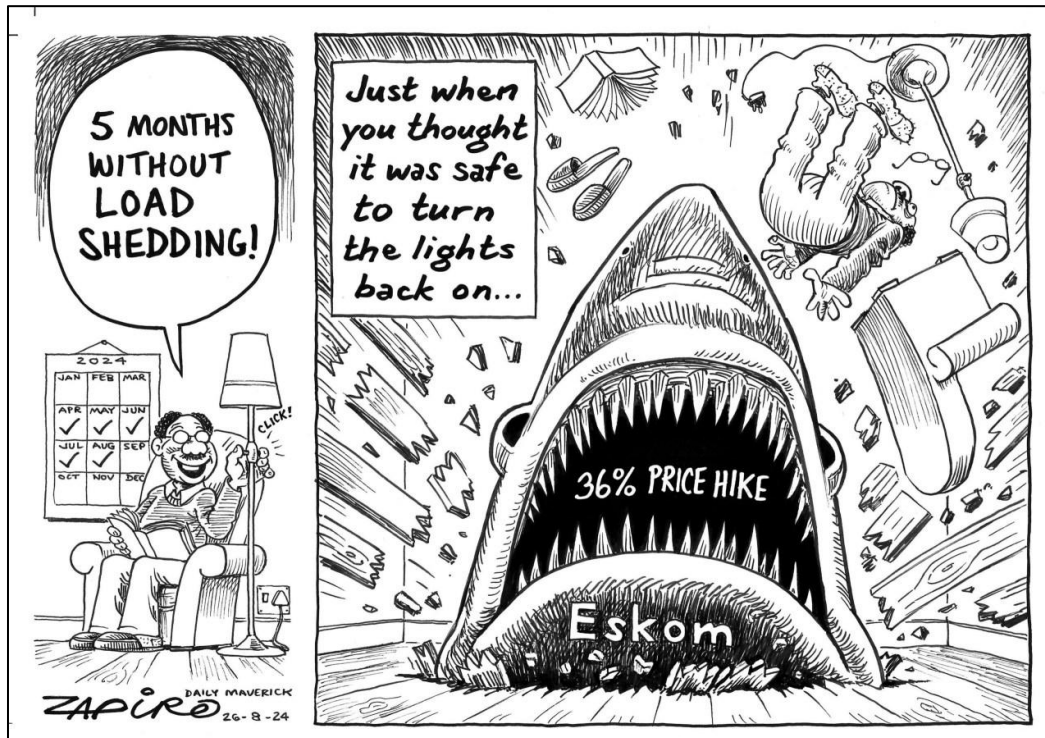
1. They came in tears, with heartfelt pleas, frustration and laughter. They arrived in groups, with sheaths of handwritten petitions and signatures and with questions that often provoked giggles: Is Eskom employing Cuban engineers? How many corrupt cadres are in Eskom?
2. After months of presentations, South Africans won the fight.
3. According to National Energy Regulator (Nersa) chairperson Thembani Bukula, Eskom submitted three separate revenue applications.
4. The electricity utility requested R445,563-million, R495,355-million and R536,778-million for the 2025/26, 2026/27 and 2027/28 financial years, respectively. Based on Eskom's application, the proposed standard tariff increases were projected at 36.15%, 11.81% and 9.1% for the three years.
5. After publication of the Eskom application, Bukula said, they had received more than 1,200 written responses from a diverse range of stakeholders, including civil society groups, community organisations, non-government organisations, business associations, political organisations, environmental activists, local government, trade unions, intensive energy users, members of the public and other stakeholders.
6. In heartbreaking evidence, commissioners were told how women had to chop wood in Kwazakhele, Nelson Mandela Bay, as they couldn't afford to cook with electricity.
7. "Throughout this process, we received valuable insights and feedback on several key themes, including affordability, Eskom's performance, the impact of negotiated price agreements, municipal debt and the need for better consultation by Eskom and municipalities," Bukula said.
8. The tariffs which were subsequently approved are:
  - 2025/26 financial year – revenues of R385-million, which translates into a 12.74% increase;
  - 2026/27 financial year – revenues of R410-million, a 5.36% increase; and
  - 2027/28 financial year – revenues of R437-million, a 6.19% increase.
9. "This decision is not taken lightly," Bukula continued. "The energy regulator recognises the challenges consumers face and the importance of ensuring that electricity remains affordable while securing Eskom's financial sustainability."
10. Nelson Mandela Bay Business Chamber CEO Denise van Huyssteen, representing the bulk of the automotive and manufacturing industry in the metro, said they were relieved that the increase was 12.7% and not the requested 36%.
11. "However, this is almost double the inflation rate and will drive inflation in other areas such as food and fuel, and will increase the overall cost of operating businesses in the country," Van Huyssteen said.
12. "While there has been good progress in stabilising electricity supply, with no load shedding taking place over a 10-month period, Eskom still has significant sustainability challenges which it needs to address.
13. "Key among these is that municipalities owe the power utility over R90-billion, and electricity supply at a municipal level has been inefficient due to vandalism, illegal tampering, incorrect billing and various other issues. This in turn has resulted in a lack of investment, at a municipal level, in the maintenance and upgrading of electricity infrastructure," she said.
14. According to an answer provided to Parliament in December, defaulting municipalities owed Eskom R107-billion at that time.



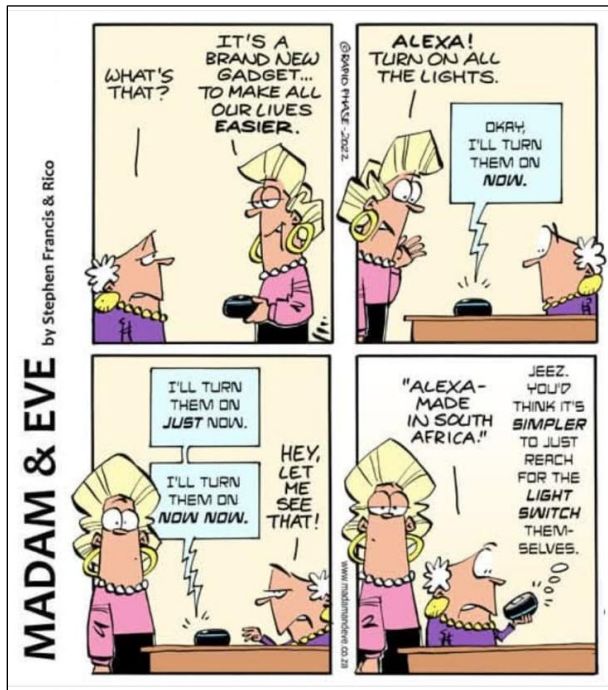
*Durban residents protest against Eskom's proposed tariff hike outside the public hearing (Photo: Gallo Images / Elisha July)*

15. In Durban, such a large crowd arrived at the Nersa hearings at the Royal Hotel that the venue had to be switched.
16. Local groups, such as the eThekweni Ratepayers Protest Movement, ward councillors and environmental groups turned up. Those who could not initially be accommodated inside the venue, including shack dweller organisation Abahlali BaseMjondolo and the Durban South Service Centre for the elderly, protested outside.
17. In Cape Town, people also arrived in droves to fight against the increase.
18. Sandra Damonse, a representative of faith-based organisations for Ward 9 in Bellville South, said the increase would make a bad situation worse.
19. "We are from a poor community and we can't keep up with this big (electricity price) hike. I am fighting here: I haven't got great-grandchildren yet but I'm fighting for my great-great-great-grandchildren so that they can have a better life."
20. In most provinces, apprehensive women arrived in groups.
21. Joan Asia from Rocklands, Gauteng, said electricity was an essential need. "When I get my pension I have to choose between buying food and electricity. I have my two grandchildren living with me. They need the electricity for their assignments and schoolwork. I sometimes have to choose if I can buy my medication. We opted to use gas. We have switched off the geyser and cook water on the stove to bath. Every increase means less food and more stress," she said.
22. Pensioners came to testify, but also to read representations from their friends who couldn't make it to the hearings.
23. Recounting evidence of families that would have had to choose between food and electricity if the increase had been approved and also how businesses feared that a 36% price increase would push them towards retrenching people, after months of hearings and plenty of translation, Bukula had a message for South Africans: "We heard you," he said. **DM**

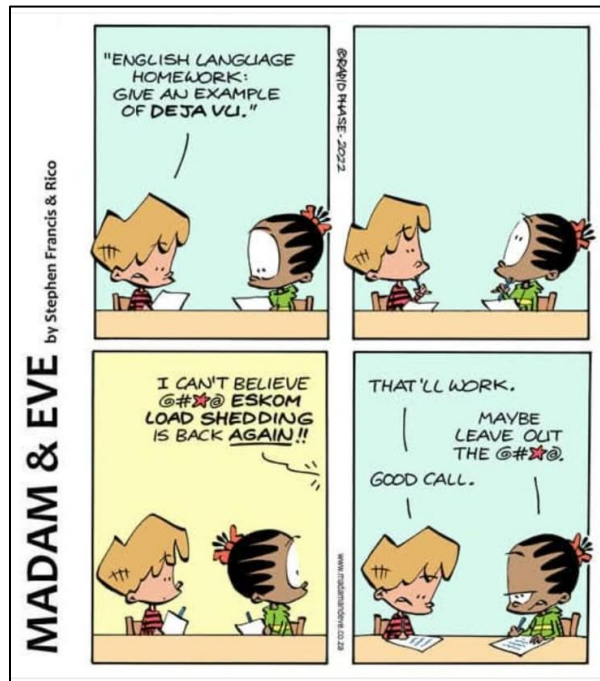
**Text 2:** (Source: Zapiro cartoon in [www.dailymaverick.com](http://www.dailymaverick.com) 6 August 2024):



Text 3 (Source: [www.facebook.com/madamandevcartoon](http://www.facebook.com/madamandevcartoon)):



Text 4 (Source: [www.facebook.com/madamandevcartoon](http://www.facebook.com/madamandevcartoon) 6/5/2022):



## SP WORKSHEET 4 (Suggested level: Grade 8)

In this worksheet, the focus is on reading for comprehension (answering questions; drawing conclusions; inferring meanings and expressing opinions) and on developing critical language awareness; vocabulary development; adverbs of time and manner; verbs in the infinitive; tenses; homonyms; personal pronouns; sound devices; repetition; connotations and denotations; interpreting cartoons and analysing web pages. **CAPS Reading and Viewing; Language Structures – Grade 8: aspects of weeks 5–8, Term 1.**

### Refer to Text 1:

1. Refer to paragraphs 1 and 2:
  - a. Identify an **adverb of time** and an **adverb of manner** in these paragraphs. (1)
  - b. What **type of verb** is “to bolster” in paragraph 2? Use this type of verb in a sentence. (2)
2. Discuss what Federer might mean by South Africa’s “rich culture and diversity” (paragraph 5), which he says he appreciates. (2)
3. Give possible reasons why the Foundation wants to address the fact that “only half the number of children attend preschool compared to those enrolled in Grade 1” (paragraph 6). (2)
4. Refer to paragraph 7:
  - a. In your **own words**, describe the difference between education as a “given” and as a “privilege” (paragraph 7). (2)
  - b. “Philanthropy” is defined as “the desire to promote the welfare of others, expressed by the generous donation of money to good causes” (languages.oup.com). Someone who engages in philanthropy is a \_\_\_\_\_ . (1)
  - c. Provide a **synonym** for “philanthropy”. (1)
5. Explain how we can work out what “ubuntu” means from what Kolisi says in paragraph 8. (2)
6. Is “to shine a spotlight on” (paragraph 13) used **literally** or **figuratively**? Explain. (2)
7. When **indirect speech** is used, verb tenses often shift backwards in time. For example, “*I am paying*” becomes *She said that she was paying*. Write down the way these verbs from paragraphs 19 and 20 would change in indirect speech: *does; have opened; came back; leave*. (2)
8. Refer to paragraph 24:
  - a. Why are some words written in **italics**? (1)
  - b. *Hood* is a **homonym** (a word that sounds and looks the same as another word but which has a different meaning). Give the meaning of *hood* as it is used here and then use it in a sentence with a different meaning. (2)

### Refer to Text 2:

9. Often those designing web pages use **personal pronouns** to engage the reader. Write down the personal pronouns are used here for this purpose. (1)
10. Give a possible reason why “two decades” is used instead of 20 years. (1)
11. Discuss what you think the **purpose** is of putting the map on the webpage. (2)

### Refer to Text 3:

12. Refer to: “With hearts willing to respond, hands ready to serve and heads ready to learn...”:
  - a. Name the **sound device** used in this sentence and state where it occurs. (2)
  - b. Describe the **repetition** that is used here. (1)
13. The **denotations** of words refer to their dictionary meanings, whereas **connotations** are what we associate with words. Give the denotations and connotations of *compassion* and *courage*. (4)
14. Which text (Text 2 or 3) do you think would be more effective in getting readers involved with the foundations? Focus on the actual words and language devices to support your **opinion**. (3)

### Refer to Text 4:

15. Explain what the woman (who is making an announcement) is expecting about the way the rugby team will arrive. Support your answer by referring to **visual details** in the cartoon. (2)
16. Describe how this differs from the events that are unfolding in the cartoon. (2)
17. What **message** do you think the cartoonist is giving about Siya Kolisi and the rugby team after their World Cup win in 2019? Support your answer with details from the cartoon. (2)

**[40 marks]**

**SP WORKSHEET 4** (Suggested memorandum):

1.
  - a. Adverb of time: recently; adverb of manner: smoothly. (1)
  - b. "To bolster" is a verb in the infinitive form. Example sentence: I would like to support the Kolisi Foundation. (2)
2. South Africa has a variety of population groupings, and this creates a wonderful mix of people – what is commonly referred to as the "rainbow nation". This is what makes us diverse. Many of these groupings would have a variety of cultures, ways of celebrating occasions, and traditions around music and food. This is probably what he means by our "rich culture": we do not have a single, uniform culture, but rather an enriching tapestry of cultures. Accept other answers. (2)
3. The Foundation would probably want to make sure that all children who enrol for Grade 1 would have already been at school as preschoolers. This would make the transition to Grade 1 much easier for the children if they were used to being in a learning environment. (2)
4.
  - a. If education is a "given" it means it is someone's right and that it is expected everyone would be educated. This would not be the case if education were a privilege, as not everyone would have the means to be able to afford an education and some would therefore lose out on the privilege of being educated. (2)
  - b. Someone who engages in philanthropy is a philanthropist. (1)
  - c. Synonyms would be generosity; benevolence. (1)
5. In this paragraph, Kolisi says that he benefited from "community support" and that he was "helped by the community". We can understand what "ubuntu" means from these statements, as the values enshrined in the concept of ubuntu express this idea of support and looking after one another. (2)
6. This is used figuratively, as the meaning of the idiomatic expression is to focus on or to highlight something, rather than the literal meaning of switching on a spotlight and directing its light onto something. (2)
7. The new tenses would be *did; had opened; had come back; left*. (2)
8.
  - a. The words are in italics to indicate that they are in a language different from English. (1)
  - b. *Hood* as it is used here is a shortened form of *neighbourhood* – the area around one's home, place of work, school, etc.  
New sentence: You need to be wary of a cobra if it raises its hood / I am pleased my new winter coat has a hood. (2)
9. The personal pronouns used to engage readers are *we, us* and *you*. (1)
10. "Two decades" might sound longer or more impressive than "20 years". Accept other answers. (1)
11. The map, with its highlighted areas, gives the reader a visual overview of where the Foundation has been at work. The fact that Africa is in the centre of the map, and the focal point is the highlighted area in the bottom third of the map, suggests that the continent and southern Africa in particular are important to the Foundation. (2)
12.
  - a. The sound device is alliteration – it involves the repetition of the "h" sound in *hearts, hands* and *heads*. (2)
  - b. Repetition occurs with the alliteration but also with the verbs that are in the infinitive form, beginning with *to*. (1)
13. **Denotations** of *compassion*: understanding / sympathy. **Connotations**: soup kitchens; the SPCA; nurses in hospitals. **Denotations** of *courage*: bravery / boldness. **Connotations**: climbing Mount Everest; war survivors. Note: connotations are often personal and may vary from person to person. For example, the connotations of school for one person might be enjoyment and fun, whereas for another they could be bullying and sadness. (4)
14. Students may give their own answers. They might feel that readers would want to be involved in the Roger Federer Foundation because the content on the website expresses gratitude to people who have been involved. Readers might feel that they would be appreciated and acknowledged if

they became involved; they might also already feel included because of the use of personal pronouns like “we” and “you”. On the other hand, readers might be attracted by the personal story that we are given on the Kolisi Foundation’s website about the origins of the Foundation. They might also find the writing engaging, with the use of alliteration and repetition, and words like “compassion” and “thriving” which have positive connotations. They might feel they want to be part of these positive qualities. (3)

15. She is expecting that the plane on which the rugby team is travelling will land. She has her back to the team and is facing the airport, as shown by plane tails and an airport sign. (2)
16. Instead, behind her, Siya Kolisi and his team are flying in through the air – each one is a “Superman”, flying in behind their leader, Siya Kolisi, who is holding the World Cup trophy in his hands. (2)
17. The cartoonist is giving us the message that the rugby team are like superheroes. They are depicted in “Superman” clothing, complete with cloaks. They have superpowers in that they are able to fly in, without the help of a plane, and this would be symbolic of their fantastic performance in the World Cup. (2)

**[40 marks]**

Below you will find suggested cognitive levels that could be associated with the different questions. (The cognitive levels are listed and described on page 76 of the English HL FET CAPS document.)

**Suggested cognitive levels:**

Question number	Mark allocation	Cognitive level
1a	1	1
1b	2	2
2	2	3
3	2	4
4a	2	2
4b	1	1
4c	1	2
5	2	3
6	2	3
7	2	2
8a	1	1
8b	2	2
9	1	1
10	1	4
11	2	3
12a	2	3
12b	1	3
13	4	3
14	3	5
15	2	3
16	2	3
17	2	4

**Summary:**

**Levels 1 and 2 (Literal and Reorganisation):** 13 marks  
**Level 3 (Inference):** 19 marks  
**Levels 4 and 5 (Evaluation and Appreciation):** 8 marks

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**Text 1** (Source: adapted from *www.news24.com* 12 February 2025):

**'It's about doing it for SA's children' – Roger Federer and Siya Kolisi on their school visits**

1. Tennis legend Roger Federer and Springbok captain Siya Kolisi recently joined forces to emphasise the importance of education for vulnerable children in South Africa.
2. Their collaborative efforts aim to bolster the school readiness initiative spearheaded by the Roger Federer Foundation, which focuses on helping children transition smoothly from preschool to primary school education.
3. On Wednesday, Federer, who is currently in South Africa with his family, expressed his enthusiasm for the initiative at a media conference held at the Four Seasons Hotel in Westcliff, Johannesburg.
4. "Super happy to be back in South Africa together with Siya and the foundation. It's amazing to be here," said Federer.
5. The tennis icon said he has a deeply personal connection with the country as his mother hails from South Africa. He spent a lot of time in South Africa when he was younger, and appreciates its rich culture and diversity.
6. The Roger Federer Foundation, active since 2010, has made significant strides in Limpopo and Mpumalanga. Their new focus is on improving the transition phase between Grade R and Grade 1. A study commissioned by the foundation revealed that only half the number of children attend preschool compared to those enrolled in Grade 1, and the foundation hopes to address this.
7. Federer explained, "In Switzerland, education is a given, but in many parts of Africa, it's a privilege. I felt education was a lovely way to get into philanthropy, and I'm proud of what we've achieved over the years."
8. Springbok captain Siya Kolisi, standing next to Federer, reflected on his roots in South Africa, recounting his upbringing in a township and the community support that shaped his childhood. "Growing up in South Africa, I learned ubuntu at a very young age. We were helped by the community, and those values have stayed with me," Kolisi said.
9. He highlighted the importance of giving back, a mission the Siya Kolisi Foundation continues to champion through its focus on gender-based violence, poverty, and sports.
10. As both sports icons stressed, sports and education are powerful tools in shaping a child's future. Federer said, "Sports teach you life's valuable lessons - winning, losing, teamwork," while Kolisi emphasised the role of collaboration and community engagement in creating a holistic development environment for children.
11. While Federer's organisation primarily focuses on early childhood development, including quality education, Kolisi's foundation addresses broader societal challenges, working in tandem to ensure comprehensive support for South African children.
12. "It's about doing the best for the children and South Africa as a whole... We need role models in communities and platforms to provide good options for kids," he said.
13. Through this collaboration, Federer and Kolisi aim to shine a spotlight on the power of collective action, urging the public to contribute in whatever ways they can.
14. Whether it's through financial support or serving as a role model, every effort counts in nurturing the future generation.
15. Federer has always been proud of his South African roots, which is why his foundation has a strong presence here. But it also operates across southern Africa and Switzerland.
16. According to its website, the foundation runs school readiness programmes in six countries: Lesotho, Malawi, Namibia, Zambia, Zimbabwe and South Africa, as well as Switzerland.



*Image: Roger Federer and Siya Kolisi during the Roger Federer Foundation press conference (Photo: Gallo Images/Luba Lesolle. Source – Daily Maverick 168, 22 February 2025)*

17. Since its start the foundation has spent 77.5 million Swiss francs (R1.6-billion) for its education initiatives in 13,000 primary schools and preschools.
18. More than 2.4 million children have benefited from better-quality education owing to the foundation's engagement for almost 20 years.
19. "The foundation does incredible work," Federer said. "We've also opened the South Africa office here in Joburg now, where we have five people working at the office.
20. "I just came back from a field visit, seeing the school readiness initiatives and everything we do in early childhood education. It's wonderful and I'm very happy that I can give back and hopefully leave a legacy.
21. And when it comes to his favourite South African food?
22. "I eat what I get," Federer said with a laugh. "But I need to dive deeper into the food culture. Siya wants to take me out."
23. Kolisi had some ideas, but also some concerns for Federer's tastes.
24. "I want to take you to my hood for some *chisa nyama* and *umngqusho*," Kolisi said. "I don't know about offal. I don't know if you can handle it, but we will take it slow."
25. "One step at a time," Federer agreed.

**Text 2** (Source: webpage from [www.rogerfedererfoundation.org](http://www.rogerfedererfoundation.org)):


WELCOME TO THE

## ROGER FEDERER FOUNDATION

We thank all the partners, funders and supporters who have been at our side over the past two decades. Without your commitment, hard work and generosity, it would have been impossible for us to reach this milestone, bringing quality early education to almost 3 million children. Thank you for believing in us!


Children who have benefited from the establishment of the Foundation until now:

# 3,100,000



policy

**Text 3** (Source: webpage from [www.kolisifoundation.org](http://www.kolisifoundation.org)):



[ABOUT US](#)
[OUR PROGRAMMES](#)
[DOWNLOADS](#)
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## ABOUT US

On the eve of the 2019 Rugby World Cup, Siya and Rachel sat in the hotel hallway and discussed their social responsibility following the influence they would gain by winning the Rugby World Cup – and so, the Kolisi Foundation was birthed through the desire to change the story of inequality.

Responding with compassion and courage to the challenges faced by our nation, Siya and Rachel are compelled by a strong conviction that every small act of change matters. With hearts willing to respond, hands ready to serve and heads ready to learn, the Kolisi Foundation team is committed to the vision of changing stories of inequality in South Africa, to see thriving communities.

**Text 4** (Source: *Daily Maverick* 6/11/2019):

Cartoon published by Zapiro after the Springboks won the Rugby World Cup in 2019



## SP WORKSHEET 6 (Suggested level: Grade 8)

In this worksheet, the focus is on reading for comprehension (answering questions; drawing conclusions; inferring meanings and expressing opinions) and on developing critical language awareness; reading and viewing visual texts; vocabulary development; irregular verbs; main and auxiliary verbs; present and past tenses; stereotypes; interpreting cartoons and advertisements. **CAPS Reading and Viewing; Language Structures – Grade 8: aspects of weeks 9–10, Term 1; weeks 1–2, Term 2.**

### Refer to Text 1:

1. Refer to paragraphs 2 and 3:
  - a. Explain what “captivating” shows about how the writer views the report. (2)
  - b. Describe what Stats SA’S purpose might be in providing a report of this nature. (2)
2. Give reasons for the finding that most multiracial households are located in cities rather than in rural areas. Use the information in paragraphs 5 and 6 to support your answer. (2)
3. A definition for *tapestry* is “a pattern that is created by sewing or weaving different coloured threads onto a special type of strong cloth” (www.dictionary.cambridge.org). With this in mind, discuss why “evolving cultural tapestry” (paragraph 7) is an appropriate phrase here. (2)
4. Name the **punctuation mark** used after *blend* (paragraph 9) and explain its use here. (2)
5. Mentor says that the family “hadn’t yet encountered stereotypes because of their multiracial identity” (paragraph 11). Discuss how their multiracial identity might have protected them from stereotyping. In your answer, you should show you understand what *stereotypes* means. (2)
6. The verb *to be* can work as an **auxiliary verb** together with a main verb to form a finite verb. It can also be used as a **linking verb** – it links the subject with something that tells us more about that subject. State whether the underlined words are linking or auxiliary verbs and give reasons:
  - a. The society is becoming more inclusive (paragraph 13).
  - b. The family was actively working to bridge the language gap (paragraph 20).
  - c. His eldest daughter is fluent in both parents’ languages (paragraph 23). (3)
7. Refer to paragraphs 17 to 21: Describe three ways (based on these paragraphs) in which people might try to “bridge the language gap”. Use your **own words** as far as possible. (3)
8. Refer to paragraph 25: Often the past tense of a verb is formed with the ending *-ed*, like *assigned*. However, at times **irregular verbs** have different forms in the past tense, such as *spoke* and *taught*. Change this sentence, which also has irregular verbs, into the past tense:  
*Because she brings her dictionary to class, she understands most words; however, she has difficulty with pronunciation and feels shy about speaking.* (2)

### Refer to Text 2:

9. Compare the ways in which Thandi and Gwen Anderson express the same words (their **tone** of voice) in frames 1 and 2: “We’re on Level 4!” (2)
10. Why are some words written in a **larger font** than others in frame 3? (1)

### Refer to Text 3:

11. What does the **apostrophe** in “where’s” (frame 1) show? (1)
12. Explain whether or not “where’s” is **grammatically correct** in this context. (2)
13. Describe and give reasons for the grandmother’s **facial expressions** in frames 3 and 4. (2)

### Refer to Texts 2 and 3:

14. As we read in Text 1, misunderstandings can arise from speaking different languages. However, other issues might cause these misunderstandings. Describe why misunderstandings occur in each of these cartoons. (4)

### Refer to Text 4:

15. Discuss the **double meaning** in the catchphrase: *Everything is in your hands*. (2)
16. Describe how you think the **visual image** might attract attention. (2)
17. Comment on the way that “Deafinition” has been written. (2)
18. Explain who you think the “4 million South Africans” might be, and why they are “waiting to hear from you”. (2)

**[40 marks]**

**SP WORKSHEET 6** (Suggested memorandum):

1.
  - a. The adjective “captivating” shows that the writer is excited about the contents of the report – she probably finds it engaging and intriguing. It is something that holds her attention. (2)
  - b. The purpose of the report to provide information relating to the past 26 years, regarding changes in South African households. Data has been analysed regarding languages spoken and multilingualism; multiracialism; religion; and marriage patterns. (2)
2. More people from different backgrounds would be living in cities than in rural areas, allowing for “diverse social interactions”. Cities provide greater opportunities for employment and would therefore attract a wider group of people with different cultural traditions. (2)
3. Text 1 is all about the “colourful changes of SA homes over time” which relate to the rise in the number of multiracial homes and to the increase in multilingualism. The “evolving cultural tapestry” in South Africa is an image that reflects these changes – just as a tapestry makes use of many different coloured threads, so our society is changing to reflect the many different languages and cultures which are woven together to form a whole new ‘pattern’. (2)
4. The punctuation mark used after *blend* is a colon. It introduces an explanation of what has been written before the colon. (2)
5. Stereotyping occurs when certain characteristics are attributed (often incorrectly and in a way that reflects prejudice) to a whole group of people. If the family has a multiracial identity, their characteristics might be unique and different – even within the family. As Mentor says they are “a family that doesn’t all look like each other”. Accept other answers. (2)
6.
  - a. The society is becoming more inclusive: an auxiliary verb that helps to form the main verb *is becoming*.
  - b. The family was actively working to bridge the language gap: auxiliary verb that helps to form the main verb *was working*.
  - c. Their eldest daughter is fluent in both parents’ languages: linking verb that links *their eldest daughter* with *fluent*. (3)
7. They might try and use apps which offer immediate translations; they might use a different language that they both understand; they might try and learn one another’s languages. (3)
8. Because she brought her dictionary to class, she understood most words; however, she had difficulty with pronunciation and felt shy about speaking. (2)
9. Thandi says “We’re on Level 4” in an excited way, whereas Gwen Anderson expresses the same words in a horrified / fearful / alarmed way. (2)
10. The words are in larger font because they are being emphasised or spoken more loudly than the other words in the same frame. (1)
11. The apostrophe shows that two words have been contracted to form one word: *where is* becomes *where’s*. (1)
12. It is not grammatically correct, as the two words should be *where are*: Gwen Anderson is referring to several people – “Thandi and her friends”. The verb should therefore be the plural *are*, rather than the singular *is* which would refer to only one person. (2)
13. In frame 3, she has an alarmed expression on her face as she starts wondering what Thandi and her friends might be up to when they went to the kitchen “to jam”. In frame 4, she has a stern expression as she realises they are making quite a mess with bottles and cans of jam. (2)
14. In Text 2, the expression “level 4” means different things for different people: For Thandi, it means the level at which she and her friends are playing a computer game. For Gwen Anderson, it refers to a stage in loadshedding. In Text 3, a similar sort of misunderstanding occurs as “jam” has two different meanings in different contexts: it can mean play music with others for the simple purpose of making music; it can also refer to the soft, sweet substance one uses as a spread for breads or cakes. (4)
15. *Everything is in your hands* means that everything is under your control, or that it is up to you to get something started. However, in this context, it can also refer to the way we use our hands when communicating in sign language. (2)

16. The image of the woman, with earphones on, might attract attention as she is smiling and laughing, looking excited and happy. The way in which she is pointing, as if this is directed at the reader, invites us to engage with the app. Readers might also be interested in what is on her cellphone, which she is holding in a way as if to indicate that this is the source of what is making her so happy. (2)
17. “Deafinition” is a play on words. The usual spelling is “definition”, but this has been changed to include the word “Deaf”, to highlight the fact the advert is promoting a course for learning South African Sign Language (SASL). (2)
18. The “4 million South Africans” are probably South Africans who are hard of hearing, or those who have an interest in being able to communicate in SASL. They are wanting to hear from business as to whether they will be making their workplaces “accessible to Deaf persons” by making use of this course. (2)

**[40 marks]**

Below you will find suggested cognitive levels that could be associated with the different questions. (The cognitive levels are listed and described on page 76 of the English HL FET CAPS document.)

**Suggested cognitive levels:**

Question number	Mark allocation	Cognitive level
1a	2	4
1b	2	2
2	2	3
3	2	4
4	2	1
5	2	5
6a	1	3
6b	1	3
6c	1	3
7	3	2
8	2	2
9	2	3
10	1	1
11	1	1
12	2	3
13	2	3
14	4	3
15	2	3
16	2	3
17	2	3
18	2	3

**Summary:**

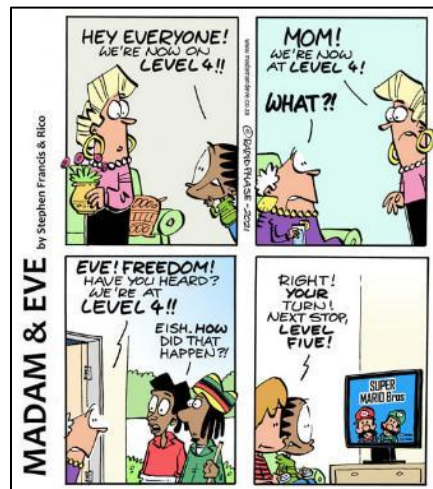
**Levels 1 and 2 (Literal and Reorganisation):** 11 marks  
**Level 3 (Inference):** 23 marks  
**Levels 4 and 5 (Evaluation and Appreciation):** 6 marks

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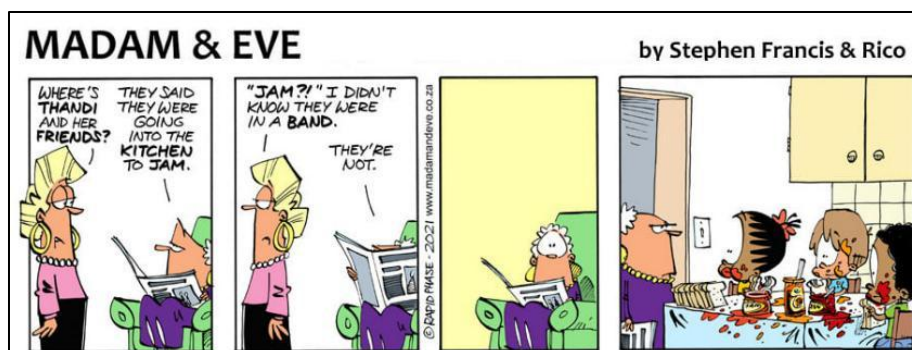


19. He said: "When the boy tries to speak Pedi, he becomes a comedian in how funny he is. He sometimes says the opposite of what he wants to say, but there are many moments like that in our home."
20. Rammothwala said the family was actively working to bridge the language gap. He said his wife hails from Nkandla, where deep Zulu is spoken. During visits, language barriers occasionally arise with his daughters.
21. "As a country moving towards accepting multilingual families, I believe we are indeed making progress. It's important for both parties to feel comfortable using such a medium of communication. There should be an effort to learn each other's languages, which is something we are actively doing," he said.
22. In the east of Johannesburg, Richard Buhali, a Zulu-speaking father, proudly describes his home as a vibrant tapestry of languages.
23. His wife speaks Sepedi; their eldest daughter is fluent in both parents' languages as well as Shona and Portuguese, and their younger daughter speaks French and both parents' languages.
24. "My eldest daughter would have late-night calls and would speak Shona, and I used to think that she had a boyfriend from Zimbabwe, but she later married a Xhosa-speaking man.
25. "She later told me that she was taught Shona when she was assigned by a church to work with people in Thokoza, and a lot of them spoke Shona, and they taught her the deep Shona," he said.
26. Buhari added that his younger daughter was obsessed with French movies and ended up signing up for French classes, where she learnt to speak the language.

**Text 2** (Source: [www.facebook.com/madamandvecartoon](http://www.facebook.com/madamandvecartoon)):



**Text 3** (Source: [www.facebook.com/madamandvecartoon](http://www.facebook.com/madamandvecartoon)):



**Text 4** (Source: [www.scouts.org.za/2022/11/11/](http://www.scouts.org.za/2022/11/11/)):

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**Receive a Certificate on completion**

SASL is soon to become SA's 12th official language  
Are you ready for the change?  
What will this mean for your business?  
Is your company communication accessible to Deaf persons?  
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## SP WORKSHEET 8 (Suggested level: Grade 8)

In this worksheet, the focus is on reading for comprehension (answering questions; drawing conclusions; inferring meanings and expressing opinions) and on developing critical language awareness; reading and viewing visual texts; vocabulary development; suffixes; adverbs of place and frequency; passive voice; homophones; personification; direct speech; expressing an opinion; puns; question forms; analysing cartoon strips. **CAPS Reading and Viewing; Language Structures – Grade 8: aspects of weeks 3–6, Term 2.**

### Refer to Text 1:

1. Refer to frame 1:
  - a. The word *paleontologist* has a **suffix** (-ologist) which means specialist. An explanation of what a paleontologist does is given in frame 1. Write down another word (not in the text) that has this suffix and explain what this professional person does. (1)
  - b. Give an **antonym** for *extinct*. (1)
2. Describe the ways in which fossils can be formed. Make two points in your answer. (2)
3. Describe three **visual details** in frame 5 that demonstrate a paleontologist's working conditions – for example, where they work, what they do, and what is needed for the work. (3)
4. Explain what is happening to the paleontologist in frame 8 (second last frame). (2)
5. *Fossilized* (frame 9) can also be spelt as *fossilised*. Explain under what circumstances one might see the two different spellings. (1)
6. Give a possible explanation for the comic strip ending as it does. (2)

### Refer to Text 2:

7.
  - a. Identify the **adverbs of place and frequency** (how often something occurs) in paragraph 1 and paragraph 8 and indicate which is which. (1)
  - b. Write down a sentence of your own with a different **adverb of frequency**. (1)
8. Rewrite paragraph 4 in the **passive voice**. (2)
9. Explain what you think a "live collection" (paragraph 6) is, in the context of a museum. (1)
10. **Homophones** are words that sound the same but have different meanings and spellings. Provide the homophones for *new* (paragraph 6), *story* (paragraph 13) and *past* (paragraph 19), and use them in sentences to show their meanings. (3)
11. Give the meaning of *quirky* (paragraph 10) and explain how the supporting evidence provided in the paragraph helps us to understand the meaning of the word. (2)
12. Explain why the statement made by the grandfather in paragraph 12 contains an example of **personification**. (2)
13. The idea of a "giant continent" (paragraph 17) is referred to in both Text 2 and in Text 1. Give an **opinion** on which text makes it easier to understand the concept and why this might be the case. Refer to both texts in your answer. (3)
14. Rewrite paragraph 18 in **direct speech**. (2)
15. Refer to paragraph 19:
  - a. Give a **synonym** for *obliterated*. (1)
  - b. What do you think is meant by the "current sixth extinction"? Explain your answer. (2)

### Refer to Text 3:

16. Explain the **literal** and **figurative** meanings of *dinosaur* in the context of this cartoon. (2)
17.
  - a. Give a reason why *another birthday* is a **phrase**. (1)
  - b. Rewrite the phrase so that it is a **finite sentence**. (1)

### Refer to Text 4:

18. Rewrite the boy's answer "A thesaurus" in the form of a **question**. (1)
19. Explain why his answer involves a **pun** (a word that can be understood in two ways). (2)
20. Is the use of the **article** in "a extensive" correct? Give reasons for your answer. (1)

**[40 marks]**

**SP WORKSHEET 8** (Suggested memorandum):

1.
  - a. Examples could be: *biologist*: a specialist who studies living things: plants and animals; a *psychologist* is a specialist who helps people with their mental health; a *meteorologist* is someone who specialises in weather patterns. (1)
  - b. An antonym for *extinct* is living / in existence. (1)
2. Fossils are formed from minerals in flowing water and also by impressions from animals and plants that were originally made in soft ground, but that have hardened over time. (2)
3. In frame 5, we can see that the paleontologist is working beneath ground level (shown by the layers of earth). We can also see that her work involves dusting earth off the specimens she might find or digging around them; for this purpose she needs a trowel and a small broom; it seems that a lighting source and a ladder are also needed. (3)
4. The paleontologist is standing above a crack in the earth from which something like steam is spouting. She is falling over and looking surprised. The image demonstrates the way that volcanoes can occur where the plates of the earth pull apart from each other. (2)
5. *Fossilized* is the American way of writing the word, whereas *fossilised* is the style in which it would be written in the UK and South Africa. (1)
6. The comic strip ends with a question / statement – “Did you know we all have a common ancestor”. The purpose would be to tantalise the reader and make them intrigued so that they would want to find out more about this common ancestor. This could also encourage the reader to take an interest in this type of study. (2)
7.
  - a. The adverb of place is *globally*; the adverb of frequency is *always*. (1)
  - b. *We often / usually / sometimes / never / seldom* visit museums. (1)
8. The Evolutionary Studies Institute at the University of the Witwatersrand was headed by Rubridge for more than three decades. (2)
9. This would probably mean that specimens are added to the museum as they are discovered on an ongoing basis. The collection would not be fixed but would change constantly. (1)
10. I **knew** all about the museum before we visited it; visitors can reach the second **storey** of the museum via a lift; the person who **passed** me in the museum was known to me. (3)
11. *Quirky* means unusual in an interesting way. This is shown by the unusual, slightly odd question about the ram “in the middle of a scientific discussion”. (2)
12. The statement that the skull would not “want to travel to Johannesburg” is an example of personification. The skull is not a living being and would therefore not be able to express human desires or needs like not wanting to travel. (2)
13. Students may give their own answers: they could say that it might be easier to understand the concept of a “giant continent” from Text 1. This is because frames 6 and 7 show visual images of the different giant continents and how they were once joined (frame 7). In frame 6, we can see how two of these continents drifted apart. The images make it easier for us to visualise the giant continents than the dry, written list in Text 2. (3)
14. He said, “This made the collection internationally important.” (2)
15.
  - a. A synonym for *obliterated* is eradicated or erased. (1)
  - b. “The current sixth extinction” probably refers to the ongoing, present crisis that is facing animals, plants and species, some of which are endangered and some of which are becoming extinct. [Additional information : according to the WWF this has been primarily caused by human activity and climate change.] (2)
16. In the context of this cartoon, the literal meaning of dinosaur is a type of reptile that existed millions of years ago; figuratively it refers to someone / something that is old fashioned and no longer useful. The dinosaur whose birthday it is has this feeling about itself because it is getting older. (2)
17.
  - a. This is a phrase as it does not contain a finite verb. (1)
  - b. It is another birthday. (1)

18. Is it a thesaurus? (1)
19. A thesaurus refers to a type of dictionary which provides many meanings / synonyms for words – the dinosaur with “extensive vocabulary” uses many different words and is therefore like a thesaurus. However, the word ending (-*saurus*) is reminiscent of the word endings for some dinosaur species, like *tyrannosaurus*, and in a humorous way could therefore be a reference (made-up) to a dinosaur. (2)
20. The article should be *an* as it is placed before a word (*extensive*) beginning with a vowel. (1)

**[40 marks]**

Below you will find suggested cognitive levels that could be associated with the different questions. (The cognitive levels are listed and described on page 76 of the English HL FET CAPS document.)

**Suggested cognitive levels:**

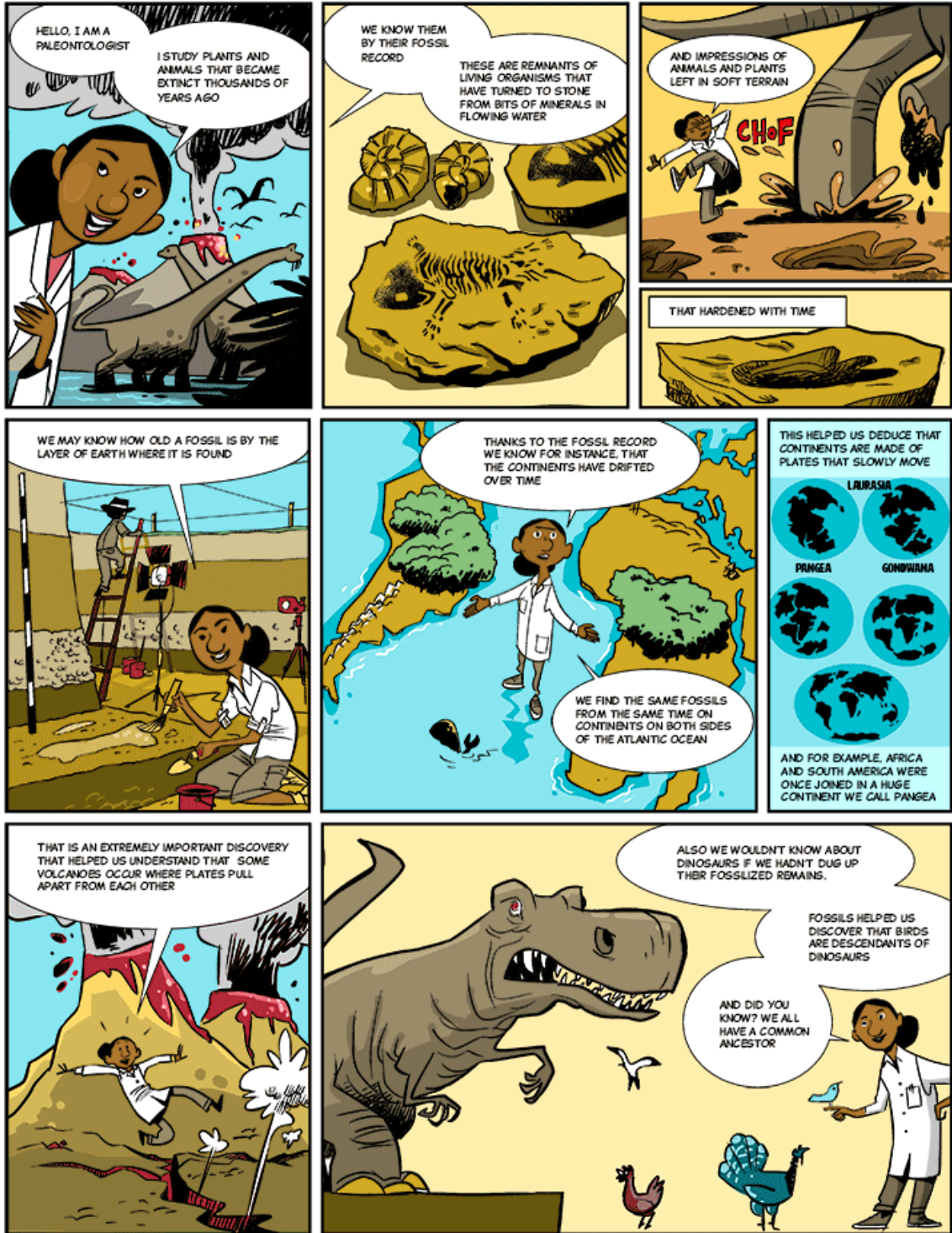
Question number	Mark allocation	Cognitive level
1a	1	2
1b	1	2
2	2	3
3	3	3
4	2	3
5	1	3
6	2	4
7a	1	1
7b	1	2
8	2	2
9	1	3
10	3	2
11	2	3
12	2	3
13	3	5
14	2	2
15a	1	2
15b	2	4
16	2	3
17a	1	3
17b	1	2
18	1	2
19	2	3
20	1	3

**Summary:**

**Levels 1 and 2 (Literal and Reorganisation):** 14 marks  
**Level 3 (Inference):** 19 marks  
**Levels 4 and 5 (Evaluation and Appreciation):** 7 marks

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Text 1 (Source: [www.libraryforkids.com/fossil-comic](http://www.libraryforkids.com/fossil-comic)):



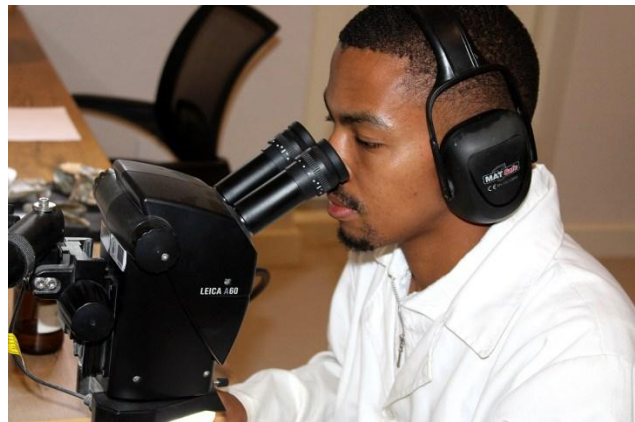
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**Text 2** (Source: adapted from www.dailymaverick.co.za, 6 April 2025):

**Graaff-Reinet fossil centre opens, housing world's biggest collection of unique species**

By Estelle Ellis

1. The Karoo Origins fossil centre houses the Rubidge family's unique collection of fossils from the area, including what globally respected paleontologist Professor Bruce Rubidge described as the biggest collection of unique species in the world.
2. Professor Bruce Rubidge, who inherited his grandfather's impressive fossil collection housed for 91 years on the farm Wellwood near Nieu Bethesda, said the facility housed the biggest display of holotypes (unique species) in the world and is also an educational and research centre.
3. The centre, in Graaff-Reinet, is a dream held for decades by the family that has now come true.
4. Rubidge headed the Evolutionary Studies Institute at the University of the Witwatersrand for more than three decades.
5. "Karoo Origins already serves as a field base for local and international scientists actively involved in research on the rocks and fossils of the Karoo," he said.
6. All of the fossils in Rubidge's collection are displayed, but it is also a live collection – they will add and research new fossils found.
7. At the centre, visitors can learn about the geological history of the Karoo and why it is considered a remarkable area for fossils, which include dinosaurs, tortoises, crocodiles and especially mammals.
8. The fascinating history of how Rubidge's grandfather, Sidney, became interested in fossils is always told at the centre.
9. In 1934, Rubidge's daughter Peggy (10 at the time), came to him and asked: Daddy, what are fossils? In response, Sidney took his family on a picnic to a rocky outcrop on his farm. This outing resulted in the discovery of the remarkably complete skull of a large flesh-eating therapsid, a mammal-like reptile, which was described as a new species, *Dinogorgon rubidgei*, by the internationally acclaimed palaeontologist Dr Robert Broom.
10. Some of the quirky letters exchanged between Broom and Sidney Rubidge are also on display. The exhibitions in the centre are designed by Colin Payne and Diane Makings from the design studio Fancy Horse. Payne said he was delighted to find some of the letters exchanged between Rubidge and Broome, including one where, in the middle of a scientific discussion, Broom asked about a ram that Rubidge was having trouble with on the farm.
11. Professor Rubidge, who is passionate about keeping the collection in the Karoo, said one day Broom asked his grandfather if they could move this specific skull, also on display, to the fossil centre at the University of the Witwatersrand in Johannesburg.
12. "Grandfather answered that the skull had been in the Karoo for millions of years and most certainly did not want to travel to Johannesburg," Rubidge said.
13. After the first skull, Sidney Rubidge began collecting fossils on and around his farm. His collection, Rubidge said, provided much information about the Permian and Triassic animals of southern Africa. The centre also tells the story of the remarkable fossil hunter James Kitching, who, as a child, was paid to find fossils by Sidney Rubidge.

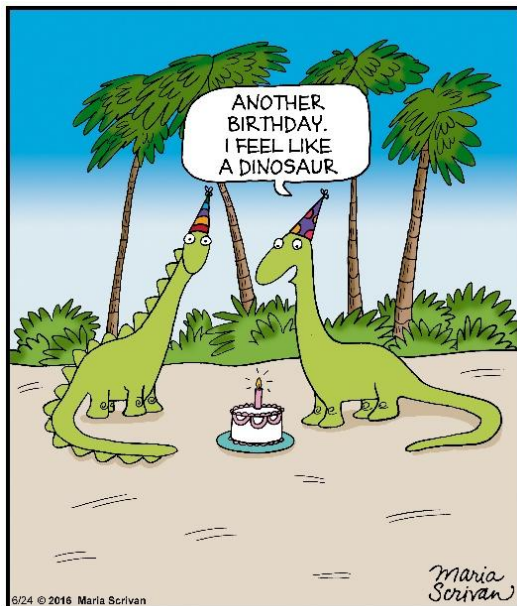


*Justin Arnols at work in his laboratory at the Karoo Origins Fossil Centre. (Photo: Estelle Ellis)*

14. "An important feature of the Rubidge Collection is the very large number of holotype specimens. A holotype is the reference specimen of a newly described species. As all 107 of these holotype specimens are on display, Karoo Origins has the distinction of displaying the greatest number of fossil holotype specimens in any exhibit.
15. "The Rubidge Fossil Collection contains a wide diversity of fossil 'reptile' species that lived between 260-250 million years ago, and at that time, the most abundant land-living vertebrates were therapsid mammal-like reptiles, the most distant ancestors of mammals," Rubidge said.
16. He said the rocks of what is known as the Karoo Supergroup were deposited between 300 million and 180 million years ago.
17. "These rocks are internationally renowned for their wealth of ancient fossil reptiles that lived during the existence of the supercontinent of Gondwana. This giant continent included the present-day Africa, South America, Madagascar, India, Antarctica and Australia."
18. He said that had made the collection internationally important.
19. "The rock outcrops north of Graaff-Reinet hold the best record on land of the greatest global mass extinction event of all times. This occurred 252 million years ago, at the end of the Permian Period, and obliterated 90% of species," he said. This, Rubidge pointed out, made Karoo Origins a unique centre where the public could learn about past extinction events and also about the current sixth extinction.
20. "What is being created here is an exciting experience and journey into the distant past. We are looking forward to welcoming anyone with an interest in palaeontology, whether it be amateurs with a general interest in the geological history and fossils of the Karoo to local and international scientists, as well as undergraduate and postgraduate students," Rubidge said.

**Text 3** (Source: www.cartoonstock.com) :

**Text 4** (Source: www.cartoonstock.com):



**SP WORKSHEET 10** (Suggested level: Grade 8)

In this worksheet, the focus is on reading for comprehension (answering questions; drawing conclusions; inferring meanings and expressing opinions) and on developing critical language awareness; reading and viewing visual texts; vocabulary development; revision; expressing an opinion; attitude; passive voice; subject/verb agreement; puns; inverted commas; onomatopoeia; antonyms; purpose of texts; analysing cartoon strips. **CAPS Reading and Viewing; Language Structures – Grade 8: aspects of weeks 7–10, Term 2.**

**Refer to Text 1:**

1. Describe what a “yuck response” (paragraph 1) would show about someone’s **attitude** to “mealworms and crickets...on South African plates”. (1)
2. Explain what “food and nutrition security” (paragraph 2) is. In your answer, you could describe what might happen when this type of security does not exist. (2)
3. “Proliferating” (paragraph 5) means increasing rapidly in number. Explain how we can understand this from the context in which the word is used in the paragraph. (2)
4. Rewrite paragraph 9 in the **passive voice**. Begin with *Yusuf estimated that...* (2)
5. Refer to paragraphs 10 to 13: In your **own words**, give two reasons why some people do not eat or have stopped eating insects. (2)
6. Refer to paragraph 14: Describe what dietary guidelines are and then explain how they affect our eating of insects. (3)
7. Subjects and verbs need to **agree** (they should both be plural or both be singular) in sentences. Show how the **subjects** and **verbs** are in agreement in these sentences:
  - a. Mopane worms play a significant role in combating anaemia (paragraph 15). (1)
  - b. The idea of insects as food is not foreign to us (paragraph 19). (1)
8. Give a possible reason for Mtongana’s description of prawns as “cockroaches of the sea” (paragraph 21). In your answer, describe how people in general regard cockroaches. (2)
9. Refer to paragraphs 24 and 25.
  - a. Food-related words like *pâtés*, *gourmet*, *canapés* and *pesto* are French and Italian in origin. Why do you think they became part of the English language? (1)
  - b. Give 2 other words (not in the text) used in English that are from a different language. (1)
10. How do you think disguising insect ingredients in food (as described in paragraphs 25 to 27) could help to make people feel more comfortable about eating them? Refer to the text when you give reasons for your answer. (2)

**Refer to Text 2:**

11. Explain why “bugged” (headline) is a **pun**. (2)
12. What does “unsustainable harvesting” (paragraph 4) mean? In your answer, briefly describe how this happens with mopane worms, according to this text. (2)
13. Give an **opinion** on whether you think it is advisable to encourage people to eat insects, in light of the declining insect numbers. Refer to Text 1 or Text 2 in support of your answer. (2)

**Refer to Text 3:**

14. Explain why “eat more insects” is in **inverted commas**. (1)
15. To whom does *they* refer? (1)
16. Describe what you think the birds’ ‘state of mind’ is (how they are ‘feeling’). Give reasons. (2)

**Refer to Text 4:**

17. Explain what the musical notes show in frame 2. (1)
18. Find two instances of **onomatopoeia** and give reasons for the use of this sound device. (2)
19. Describe what Thandi’s actions in this cartoon show about her **character**. (2)

**Refer to Text 5:**

20. Give an **antonym** for *edible*. (1)
21. Discuss how this cartoon strip links with Text 2. Refer to both texts in your answer. (2)
22. Compare the cartoonist’s **intention** (purpose) in creating this cartoon with that of Text 4. (2)

**[40 marks]**

**SP WORKSHEET 10** (Suggested memorandum):

1. A “yuck response” would show that someone might feel repulsed or disgusted by the idea of eating insects. (1)
2. “Food and nutrition security” refers to having enough food in order to survive and be healthy. When there is no food security, people could become malnourished and starve. (2)
3. In this paragraph, we read that commercial edible insect farms “are projected to be worth R140bn by 2030”. This is not a very long time away, and the billions of rands that the farms will be worth by then shows that they must be proliferating – “increasing rapidly in number”. (2)
4. Yusuf estimated that insects are consumed by about 2-bn people in more than 128 countries. (2)
5. People might not be accustomed to eating insects, simply because insects have never been part of what they usually eat; people might also be repelled by the idea of eating insects; and in other countries (like South Africa), some people eat food that is not as natural or traditional and their diets might be influenced by food eaten in other areas. (Any two would be acceptable.) (2)
6. Dietary guidelines provide recommendations about what foods should be consumed for good health. When dietary guidelines include insects, it shows an acceptance of this food and also promotes it. When they don’t, there is a corresponding lack of this food in people’s diets. (3)
7.
  - a. Mopane worms play a significant role in combating anaemia: the subject (*mopane worms*) is plural, so the plural verb *play* agrees with it.
  - b. The idea of insects as food is not foreign to us: the subject (*the idea*) is singular so the singular verb *is* agrees with it. (2)
8. Cockroaches are generally regarded with great distaste, fear and disgust. When Mtongana says prawns were once regarded as “cockroaches of the sea”, she is pointing out that people would never have wanted to eat them as they would have been repelled by them. (2)
9.
  - a. The foreign dishes might have been eaten in other countries like South Africa, and then their names would be adopted into a language spoken there, like English. (1)
  - b. Students could write down any words that come from different languages and that are used in English, such as *boerewors*, *indaba*, *ubuntu*, *croissant*. (1)
10. If they are disguised in food, then the “visual barrier” will be removed – the actual form of the insects will not be seen or recognised by people when they are consuming the “bread, crackers or pasta dough”. Disguising the ingredients would also serve as a gradual introduction to insects being part of people’s diets. (2)
11. The word *bugged* can be interpreted in two ways: it is a reference to bugs or insects; and can also mean concerned or worried (“we should be mightily concerned / worried”). (2)
12. “Unsustainable harvesting” occurs when mopane worms are collected in such a way that there will not be another crop of them in the same quantity (as big) the following year. This happens when branches or plants (which supply food to the worms) are cut, or when too many worms are collected so that they cannot reproduce in the next year. (2)
13. Students may give their own answers. They might say that if “sustainable harvesting” of insects occurs, then it should not be a problem to encourage people to eat insects. This is especially in light of the fact that eating insects “could be the answer to food and nutrition security”. (2)
14. “Eat more insects” is in inverted commas to indicate that it is a quote from somewhere else (perhaps there was a newspaper article with a story about this, or possibly this was a quote from someone encouraging people to eat more insects). (1)
15. *They* probably refers to humans. (1)
16. The birds are probably angry and resentful towards humans, whom they feel are a threat to them (“they shoot at us”); used their ideas or copied them (“they try to fly like us”); and now want to remove a source of food from the birds (“they want to steal our lunch”). (2)
17. The musical notes show that Thandi is whistling to or calling the hadeda so that it can come and eat the Parktown prawn. (1)

18. The two instances of onomatopoeia in this cartoon are “crunch” and “munch, munch, munch” The sound device is used to mimic the hadeda’s sounds or actions in biting the Parktown prawn and then chewing it, showing that it has helped Thandi to get rid of it. (2)
  19. Thandi’s actions in this cartoon show that she is resourceful in getting the hadeda to eat the Parktown prawn, but that she is also quite impertinent (or gutsy / courageous / has spunk) in asking for a tip! (2)
  20. An antonym for *edible* is *inedible*. (1)
  21. The mother’s thoughts in the final frame, that she had been “taught ... not to take too many worms at once” links with the idea of “unsustainable harvesting” that is mentioned in Text 2. Her thoughts show that she is thinking about harvesting the worms in a sustainable way. (2)
  22. The cartoon strip is informative, and the intention of the cartoonist seems to be to educate readers about the benefits of consuming insects, and about the correct way of harvesting them. The cartoonist’s intention with Text 4 is to be humorous and to entertain readers. (2)
- [40 marks]**

Below you will find suggested cognitive levels that could be associated with the different questions. (The cognitive levels are listed and described on page 76 of the English HL FET CAPS document.)

**Suggested cognitive levels:**

Question number	Mark allocation	Cognitive level
1	1	3
2	2	3
3	2	3
4	2	2
5	2	2
6	3	3
7a	1	1
7b	1	1
8	2	4
9a	1	5
9b	1	2
10	2	3
11	2	3
12	2	3
13	2	5
14	1	3
15	1	1
16	2	3
17	1	1
18	2	3
19	2	3
20	1	2
21	2	4
21	2	4

**Summary:**

- Levels 1 and 2 (Literal and Reorganisation):** 10 marks
- Level 3 (Inference):** 21 marks
- Levels 4 and 5 (Evaluation and Appreciation):** 9 marks

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**Text 1** (Source: www.timeslive.co.za 1 June 2025):

### Consider cricket pâté or mealworm pesto to pack a cheaper protein punch

By *Suthentira Govender*

1. They may evoke a “yuck” response but mealworms and crickets could soon be served on South African plates because they are cheaper and pack more protein than chicken or beef.
2. University of Pretoria scientists have found edible insects as sustainable sources of protein could be the answer to food and nutrition security.
3. Edible insects could contain about 70% protein — depending on the species — compared with 20% for beef, chicken or pork.
4. The study by Prof Abdullahi Yusuf, Tlhogi Selaledi and Keandra Langston, from the zoology and entomology department, focused on the cricket and yellow mealworm and explored how to “farm” them.
5. Commercial edible insect farms are proliferating in Africa, with the industry projected to be worth R140bn by 2030.
6. “In Africa, edible insects are mainly collected from the wild for household consumption and informal trade,” said Yusuf.
7. “Our research has shown there is a more cost-effective way to rear the most commonly used edible insects on a large scale, which will benefit rural farmers.”
8. Analysis of the insects revealed they are rich in protein and such essential minerals as sodium, magnesium, phosphorus, potassium, copper and zinc. They also contain saturated fatty acids — essential for energy and hormone production.
9. Yusuf estimated about 2-billion people in more than 128 countries consume insects.
10. “It is already a common practice, but those who do not use insects, either because it is not part of their diets or due to them not being able to stand the sight of insects as a whole, can use products fortified using insect-based proteins in the form of flour or such.”
11. Mpho Tshukudu, a registered dietitian and spokesperson for the Association for Dietetics in South Africa, said insects are traditionally consumed in Sub-Saharan Africa, but rarely in South Africa.
12. “In Sub-Saharan Africa they still eat more of the insects, locusts, caterpillar (including mopane worm) than South Africa.”
13. Tshukudu said South Africans have “a more Western and processed diet compared with other countries in the region, so we eat far less”, although there is “significant consumption” of mopane worms in Limpopo.
14. “You can clearly see [insects’] importance and acceptability in some countries’ dietary guidelines, like Zambia’s which recommends, ‘Eat fish, insects or animal source foods daily.’ They are not mentioned in South Africa’s guidelines,” she said.
15. She said mopane worms play a significant role in combating iron-deficiency anaemia in rural Southern Africa.
16. “Dealing with the ‘yuck factor’, many people who know the benefits for human and planet health, use them in powder form in smoothies. There is a brand which makes a mopane-worm energy bar. There are new and innovative recipes for people who do not want to eat insects.”
17. Celebrity chef and food expert Siba Mtongana finds the growing interest in insect protein both “exciting and necessary”.
18. “In South Africa, we are not strangers to this. We have been enjoying mopane worms for generations.



*Image: French chef Laurent Veyet puts a cricket on a dish. Sarah Meyssonnier/Reuters*

19. "So the idea of insects as food is not foreign to us. It is more about how we introduce them to new audiences in innovative and approachable ways."
20. Mtongana said the world has progressed when it comes to food.
21. "Prawns were once considered the cockroaches of the sea, yet they are now a delicacy. Raw fish, once unthinkable to many, is now globally celebrated through sushi [and other dishes]."
22. "Even raw oysters, which I personally would never have touched 25 years ago, are now enjoyed for their taste and texture."
23. Mtongana said she was open to using insects in her dishes.
24. "I already have with mopane worms and I have so many more ideas running through my head. I would create pâtés, pestos\*, sauces, dips and even tempura-battered bites."
25. "I can imagine using them in gourmet canapés\*\* or turning them into high-protein, flavour-packed condiments."
26. "Powdered insect protein could also work beautifully in breads, crackers or even pasta dough for an added nutritional boost without the visual barrier," she said.
27. A good strategy would be to disguise insect ingredients at first, and "as people get more used to them, you can introduce them more in their natural form as additions to salads — maybe fried and chopped and topping in bakes".

\* *pâtés (and) pestos: thick smooth paste or spread; (and) a sauce made with basil leaves and nuts*

\*\* *gourmet canapés: very high-quality snacks*

**Text 2** (Source: adapted from [dailymaverick.co.za/article/2022-08-03/](https://dailymaverick.co.za/article/2022-08-03/)):

### **Insects are marching towards extinction — and we should be mightily bugged**

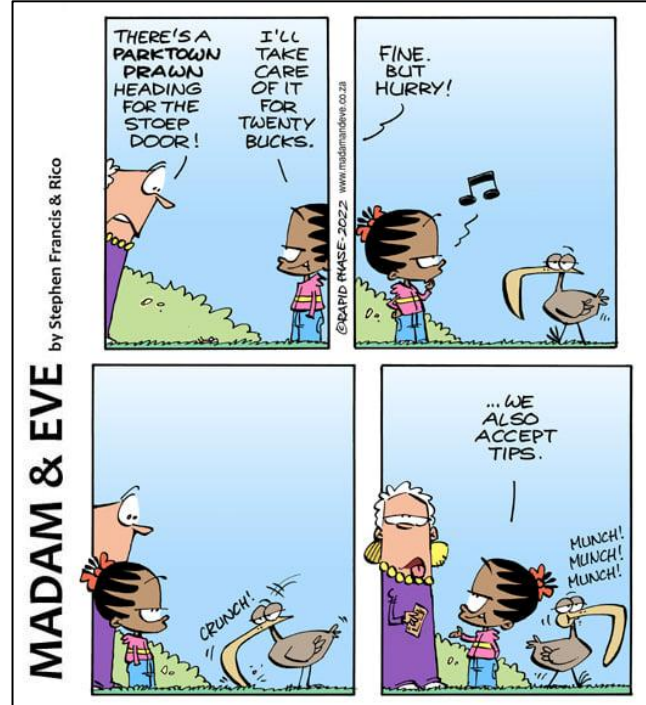
1. Insects — the tiny creepers, crawlers and flyers that may be an annoyance to humans and seem a little useless — are among the most important players in ensuring the stability of our biodiversity and therefore the livelihood of humans.
2. However, their populations have over the years been showing a decline as the world rapidly develops, the climate crisis worsens and the increased demand for food forces farmers to be highly dependent on pesticides that are partly responsible for the drop in insect numbers.
3. A lack of regulation around farming and harvesting insects also contributes to the decline of the insect population. As more people turn to alternative foods in the face of growing food insecurity, many are relying on the resources around them, such as edible insects.
4. Zwannda Nethanani, a PhD candidate in genetics at Stellenbosch University, said that insects such as the mopane worm have been declining over the past five years due to unsustainable harvesting.
5. "People cut off branches of the trees or the host plants while trying to collect the caterpillars (mopane worm). Which means if the population has to be established next year, or the next seasons, they won't have enough food to eat. And then the second thing is collecting more than they should because at least maybe if we can collect about 70% to 80% of the population, we'll leave the remaining 20% to repopulate in the next season," Nethanani said.



*Image: Kamogelo Maleka's mopane worms (sourced from [www.foodformzansi.co.za/recipe-kamogelo-malekas-mopane-worms](https://www.foodformzansi.co.za/recipe-kamogelo-malekas-mopane-worms)).*

Text 3 (Source: www.cartoonstock.com):

Text 4 (Source: ww.facebook.com/madamandevcartoon):



(Note for Text 4: a Parktown prawn is an insect that is a member of the King Cricket family. It is a large insect with a reddish colour.)

Text 5 (Source: adapted from www.foodfacts.org.za):

