



Province of the
EASTERN CAPE
EDUCATION

GRADE 9

NOVEMBER 2010

ENGLISH HOME LANGUAGE

MARKS: 100

TIME: 2½ hours

This question paper consists of 9 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR sections, namely:

SECTION A: COMPREHENSION	[30]
SECTION B: LANGUAGE STUDY	[20]
SECTION C: SUMMARY WRITING	[10]
SECTION D: WRITING	[40]

2. Start each section on a NEW page and rule off on completion of EACH section.
3. Leave a line open after each answer.
4. Number the questions correctly according to the numbering system used in this question paper.
5. Pay special attention to spelling and sentence construction.
6. Write neatly and legibly.
7. Only a black or blue pen may be used.

SECTION A: COMPREHENSION (LO3; LO4; LO5 AND LO6)**QUESTION 1**

Read through the following extract and answer the questions which follow. You do not need to use full sentences in your answers unless specifically asked to do so.

From Teacher Man – Frank McCourt

1. On the first day of my teaching career, I was almost fired for eating the sandwich of a high school boy. On the second day I was almost fired for mentioning the possibility of friendship with a sheep. Otherwise, there was nothing remarkable about my thirty years in the high school classrooms of New York City. I often doubted if I should be there at all. At the end I wondered how I lasted that long.
2. It is March 1958. This morning I have to make decisions. In minutes the bell will ring. They'll swarm in and what will they say if they see me at the desk? Hey, look. He's hiding out. They are experts on teachers. Sitting at the desk means you're scared or lazy. You're using the desk as a barrier. Best thing is to get out there and stand. Face the music. Be a man. Make one mistake your first day and it takes months to recover.
3. The kids arriving are juniors, sixteen years old, eleven years in school from kindergarten to today. So, teachers come, teachers go, all kinds, old, young, tough, kind. Kids watch, scrutinize, judge. They know body language, tone to voice, demeanor in general. It's not as if they sit around in toilets or cafeterias discussing these things. They just absorb it over eleven years, pass it on to coming generations. Watch out for Miss Boyd, they'll say. Homework, man, homework, and she corrects it. She ain't married so she's got nothing else to do. Always try to get married teachers with kids. They don't have time for sitting around with paper and books.
4. It's a mistake to arrive early, gives you too much time to think of what you're facing. Where did I get the nerve to think I could handle American teenagers? Ignorance. That's where I got the nerve. It is the Eisenhower era and newspapers report the great unhappiness of American adolescents. These are the "Lost Children of the Lost Children of the Lost Generation". Movies, musicals, books tell us of their unhappiness: *Rebel Without a Cause*, *The Blackboard Jungle*, *West Side Story*. They make despairing speeches. Life is meaningless. All adults are phonies. What's the use of living at all? They don't want to be bothered with the Reformation, the War of 1812, Walt Whitman, art appreciation, the sex life of the fruit fly.
5. Here they are. The door slams against the shelf that runs along the base of the blackboard, stirs a cloud of chalk dust. Entering a room is a big deal. Why couldn't they simply walk into the room, say, Good morning, and sit? Oh, no. They have to push and jostle. They insult one another, ignore the late bell, take their time sitting. That's cool, baby. So? Bell? Teacher? New guy? Who is he? Who cares? They talk to friends across the room, lounge in desks too small for them, stick out their legs, laugh if someone trips. They gouge their initials on desk tops with penknives, declaration of love with hearts and arrows alongside the long-ago gougings of their fathers and brothers.

6. Five times a day they push into the room. Five classes, thirty to thirty-five in each class.
7. Tell them, Open your notebooks. Time for the spelling list. Aw, teacher, aw. Spelling. Spelling. Spelling. Do we haveta? They moan. B-o-r-i-n-g spelling list. They pretend to bang their foreheads on desks, bury their faces in folded arms. Why do all these English teachers have to do the same old thing ? Yo, teacher man ...
I told you my name is Mr McCourt.
Yeah, yeah. So, mister, did you go out with girls in Ireland?
No, sheep. We went out with sheep. What do you think we went out with?
The class explodes. They laugh, clutch their chests, nudge, elbow one another, pretend to fall out their desks. This teacher. Crazy, man. Talks funny. Goes out with sheep. Lock up your sheep.
- Next day the principal sends for me. He sits behind his desk, talking into the telephone. He keeps saying, I'm sorry. It won't happen again. I'll speak to the person involved. New teacher, I'm afraid. He puts the phone down. Sheep. What is this about a sheep ?

QUESTIONS

- 1.1 1.1.1 Who is the narrator in the above text? (1)
- 1.1.2 Is this a first- or a third-person narrator? Explain your answer. (2)
- 1.1.3 Why did the writer choose to use this type of a narrator? (2)
- 1.2 The learners and the teacher, who feature in the text, are from different countries.
Name these countries. (2)
- 1.3 What subject does this teacher teach? (1)
- 1.4 Why do the learners not like having Miss Boyd as a teacher? (1)
- 1.5 In paragraph 2 the word 'swarm' is used. This is a metaphor.
1.5.1 Explain why this is a metaphor. (2)
1.5.2 What does this word tell us about the teacher's feelings towards his learners? (2)
- 1.6 Do you feel sympathy for the teacher in the above extract? Why or why not? (2)
- 1.7 What, do you think, makes a good teacher? Name TWO things and explain each of your choices. (4)
- 1.8 In paragraph 2 the narrator uses the word 'they' rather than 'the learners' or 'the students'. Why? (1)

[20]

QUESTION 2: UNSEEN POEM

Carefully read the poem below before you answer the questions set on it.

One Small Boy Longs for Summer
(for Bill Naughton)

Mafika Pascal Gwala

The kettle hisses Mother moves about the kitchen Sliding from corner to corner The fire from the stove Pierces into the marrow	5
And mother pushing towards the stove warns of the steam My young brother, Tamu, jerks my arm violently: Stop leaning on me, your elbow has sunk into my thigh.	10
Apology I wasn't aware.	
The kettle sings Some distant far-away song? Mother picks it up with almost tender care.	15
Sets me thinking about a war-picture The actor carefully setting the charge and smiling all the time I'll also be a soldier	20
when I'm old – why, Uncle Shoba was one . Father drops the paper on the table He comes to join us – staring coldly round.	25
It's no frown really. But he is grinding his jaws Maybe it is the July handicap.	
The kettle purrs now Steam is escaping; it kisses the ceiling and vanishes. Mother is pouring the violent waters into the coffee-jug. Coffee	30
Yes. I need some coffee – a mug of hot coffee Very rousing We can't play outside – I must not go, I know	35
How we danced in the rain. We are so tired of the winter. It's so dingy outside.	
We can't play inside – I'm so tied up. It's so boring. I feel like bursting into a cracking laughter: but father he'll go mad.	40
It's so steamy inside I feel I could bite the walls down. If only it makes the winter pass.	

- 2.1 Write down TWO examples of onomatopoeia from the poem. (2)
- 2.2 Give ONE word to describe the slow movement of the mother in stanza 1. (2)
- 2.3 Refer to lines 13 – 18.
- Complete: Mother is compared to a/an ... and the kettle to a/an (2)
- 2.4 What emotion is the father displaying in line 26 in, “he’s grinding his jaws”?
- A indifference
B anger
C excitement
D sadness (1)
- 2.5 2.5.1 In ONE word summarise the mood of the poem. (1)
- 2.5.2 Provide a reason for your answer. (2)
- [10]

TOTAL SECTION A: 30

SECTION B

QUESTION 3: LANGUAGE USAGE

This question refers to the comprehension, From Teacher Man – Frank McCourt (QUESTION 1).

- 3.1 3.1.1 Write down an example of a proper noun from paragraph 1. (1)
- 3.1.2 What part of speech is “lounge” in paragraph 5? (1)
- 3.1.3 Use this word “lounge” in a sentence as a noun which brings out the meaning. (2)
- 3.1.4 Explain why the word “boring” is written the way it is in paragraph 7. (2)
- 3.2 Write out the following Americanism in Standard English:
- 3.2.1 ain’t (par. 3) (1)
- 3.2.2 haveta (par. 7) (1)
- 3.3 There are a number of apostrophes in the last paragraph.
- Write ONE down and explain why the apostrophe is being used. (2)

DICTIONARY AND LANGUAGE SKILLS

Study the following dictionary entry concerning the word 'deposit' and answer the questions that follow.

deposit /n/ **1** first payment you make when you agree to buy something expensive such as a house or a car: *We've put down a deposit on a new house.* **2** a layer of metal that has formed in soil or rock: *There are rich gold deposits on the reef.* **3** a layer of a substance that forms inside or on something: *Layers of fat can be deposited in the arteries.*

deposit /v/ **1** to put or leave something somewhere: *They deposited their suitcases at the hotel.* **2** to pay money into a bank account: *He deposited money in his account.* **3** to lay down or to layer: *These sediments were deposited by floods.*

[Adapted from *Macmillan English Dictionary for Advanced Learners*]

3.4 Read the sentence below and answer QUESTIONS 2.4.1 to 2.4.2.

Flying ants are so rich in fat that they leave a fatty deposit against the roof of your mouth when you eat them.

3.4.1 Is the underlined word used as a noun or as a verb? (2)

3.4.2 Quote the dictionary definition that gives the correct meaning of the word 'deposit' as it is used in the sentence above. (2)

3.5 Explain why the word 'deposit' has been printed in bold letters in the dictionary entry above. (2)

3.6 What is the function of the sentences that have been printed in italics in the dictionary entry? (2)

3.7 Explain why the words, '*Macmillan English Dictionary for Advanced Learners*' have been printed in italics. (2)

TOTAL SECTION B: 20

SECTION C**QUESTION 4: SUMMARY WRITING****INSTRUCTIONS AND INFORMATION**

- Read the article, '*Let's talk about bullying*'
- List seven ways in which you can protect yourself from being bullied.
- In point form, summarise the SEVEN things you can do to protect yourself from being bullied.
- Write each point as a full sentence.
- Your whole summary should not be more than 80 words.

Let's talk about bullying

How many times have you heard your parents or their friends say to you, "Your schooldays are the best days of your life"?

Well, that's true – if you are not being bullied, that is. Just ask anyone who has suffered torment at the hands of his or her classmates. The memories and effects of bullying usually last a lifetime.

If you are being bullied, admit the problem to yourself. Don't blame yourself for others' behaviour, or try to justify it in any way. Admit their behaviour towards you is unfair and unjustified.

There are also other things you can do to prevent bullying. Believe in yourself. Don't believe what the bully says about you – you know you are a great person who is worthy of friends. Don't suffer in silence – talk to someone you can trust. Chat to a teacher. Remember, if no one knows about the problem, it can't be solved.

If the bullying is affecting you physically, go see your doctor. A talk with your GP or a spell of sick leave may give you space and energy in which to bounce back. Try to stand up for yourself. If necessary, attend one of Lifeline's assertiveness training courses or study one of those self-help books which will help you develop confidence.

When a bully does confront you, train yourself to remain calm and try not to let him see how upset you are. Try to stare him down (it gives the impression of confidence), teach yourself to say "NO" firmly and then walk away. Examine your body language. Act like a person with confidence. Stand up straight with your head held high and take deep breaths. If you stoop, drag your feet when you walk, hang your head and hunch over, you may be giving off "victim" signals.

[Adapted from *People*, 13 July 2001]

TOTAL SECTION C: 10

SECTION D: ESSAY WRITING**QUESTION 5****INSTRUCTIONS AND INFORMATION:**

- Write an essay on ONE of the following topics.
- Your essay should be 250 – 300 words.
- Give the correct number and title of your essay
- You are required to show all aspects of the writing process: planning, writing, proof-reading and editing.
- Write neatly and legibly.
- Please remember your punctuation marks!

TOPICS:

- 5.1 'I don't know exactly what I will be doing in the next ten years, but you can be sure I have all kinds of plans.' – Xolani Gwala, TV personality.

Do you know what you will be doing in the next ten years? Explain your plans.

Title: My plans for the next ten years.

[40]

- 5.2 You arrive home one night and find the door standing wide open ... Narrate what happened, as if you were telling your friend at school the next day.

[40]

- 5.3 'Whenever you are in the public eye, people respond to you in various ways. Young people touch my heart because I am a role model to them.' – Leleti Khumalo, South African actress.

Who is your role model? Describe your favourite person and in the course of your description explain why you admire him or her.

[40]

- 5.4 I am proud of my school.

Write an essay in which you explain why you are proud to be part of this school.

[40]

- 5.5 Your parents are worried about your studies for the examination. Narrate a convincing story about what you have been doing to prepare yourself.

[40]

PLEASE NOTE: You must plan the essay before you start writing it. Evidence of your planning also has to be handed in.

TOTAL SECTION D: 40

GRAND TOTAL: 100